DOCUMENT RESUME

ED 106 377 32 UD 014 990

TITLE	State Annual Evaluation Report, Title I, ESEA. Fiscal Year 1974.
INSTITUTION	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Instruction.
SPONS AGENCY	Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.
PUB DATE	15 Nov 74
NOTE	96p.; Some pages may reproduce poorly
EDRS PRICE	MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS	Academic Achievement; *Annual Reports; Inservice Teacher Education; Instructional Programs; Nonpublic School Aid; Parent Participation; *Program Administration; *Program Evaluation; Public Schools; Staff Improvement; Student Enrollment; Summer Programs
IDENTIFIERS	*Elementary Secondary Education Act Title I; ESEA Title I; Missouri

ABSTRACT

This State of Missouri Annual Evaluation Report on programs, projects, services, and activities funded in whole or in part under Title I Elementary Secondary Education Act is organized into 19 parts focusing on the following issues, respectively: focus--the Title I child, program monitoring, state Title I statistics for fiscal years 1968-1974, total student participation in Title I, student participation by grade, cost per pupil, cost and types of activities with participation, parent advisory councils and parental involvement, in-service, training, factors affecting achievement in Title I, ESEA instructional activities, evaluating toward the statewide objectives, evaluation methods, procedures for summarizing achievement data, effect on educational progress--regular year public school students, comparison of current achievement gains to prior average yearly gains, non-public achievement, summer school achievement, and, general conclusions regarding student achievement. Also included are four appendices, including the forms for use by local educational agencies in preparing their annual evaluation reports, a sample optical scan sheet, and a sample rating scale form. (JM)

ED106377

STATE ANNUAL EVALUATION REPORT

TITLE I, ESEA

Fiscal Year 1974

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November 15, 1974

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PREFACE

Compensatory Educational Programs in the State of Missouri under Title I, ESEA continue to have an important impact upon the instruction and achievement of educationally disadvantaged children. This impact is revealed by reported gains in achievement made by students participating in the instructional Title I activities. This Annual Evaluation Report reflects the student gain in achievement and in addition indicates a summary of the prior gains of students before they entered special instruction under Title I during the 1974 fiscal year.

Information contained herein shows the scope of Title I, ESEA programs in Missouri. Other pertinent information is also reflected to acquaint the reader with various aspects of Title I evaluation procedures.

FOCUS: THE TITLE I CHILD

Title I provides special instruction for children who are significantly below grade level in achievement, and special services to educationally, economically, and culturally deprived and handicapped children showing specific need who attend eligible Title I schools. Instruction and services may vary widely depending upon the priority needs of eligible children.

Title I funds are categorical aid. They are to be spent for instruction and services over and above that already provided by the local school district. It is necessary that eligible Title I children be identified. The use of a standardized achievement test required to determine educational deprivation. To be significantly below grade level as required for eligibility, a child must be below the norm at least two months at grade one, four months at grade two, six months for grade three, and two additional months for each grade level thereafter.

Definite emphasis is placed not only upon the assessment of educational deprivation but also upon the preparation of meaningful behavorial and performance objectives to meet the assessed priority needs of educationally deprived children. The preparation of adequate objectives is an integral part of the planning procedures of the Title I project.

When needs have been assessed and objectives determined, specialized instruction is then provided in the area or areas of need. Instruction is given either on an individual or small group basis, or a combination of both. When instruction is completed, evaluation activities are then finalized. Statewide results of the local evaluation activities are summarized in this report.

Eight project supervisors serve the application, review and program monitoring processes within the office. At least one annual visit is made to as many schools as time or travel limitations may permit. During these visits a number of areas are reviewed and the report is submitted to the director. When deficiencies become apparent during the supervisor's visit, a follow-up letter is sent to the school noting the deficiencies and requesting a returned form to indicate the problem has been remediated.

The following table provides a summary for fiscal years 1973 and 1974 so that a comparison can be made of improvement in the operation of Title I projects. It becomes apparent that inventory control is one of the larger problems within local districts, followed by the proper number of children participating in the activities, and activities functioning as approved. There has been progress between fiscal years in these areas. Inventory control will be further remedied through a current attempt to remove unneeded items from Title I inventory. One form completed during this endeavor is a current and updated report of all inventory items currently being used. This should bring inventory control to its highest level of any Title I fiscal year.

Continuing monitoring efforts will be made to determine that the local projects are operated according to the application and the guidelines. Since it is believed that in general the guidelines are conducive to maximum student growth and because of the visits conducted to upgrade local projects, it is expected there will be fewer deficiencies in the coming year than there are in the current one.

The summary of monitoring deficiencies indicates that most projects are operating as approved and within the guidelines.

SUMMARY OF MONITORING DEFICIENCIES DISCOVERED DURING ANNUAL PROGRAM VISITS

FY 1973 249 Schools Visited		FY 1974 247 Schools Visited		
% of Deficiencies	No. of Deficiencies	% of Deficiencies	No. of Deficiencies	
				I - General Administration
5.6	14	5.3	13	1. There is evidence that someone has responsibility for management of the project who is well informed about the Title I Regulations, Policies, and Procedures.
6.8	17	7.3	18	2. Financial records are adequate and current.
27.3	68	16.6	41	3. The inventory control system is adequate.
4.4	11	2.4	6	4. Professional personnel are properly certificated and assigned.
12.0	30	3.6	9	5. Non-professional personnel are properly assigned.
2.0	5	.8	2	6. If Title I funds are being used to rent or lease space or mobile classrooms, Title I usage is in conformity with approved application.
.8	2	.8	2	7. If Title I has provided funds for remodeling, remodeled space is used by the Title I program.
8.0	20	3.2	8	8. Physical facilities are adequate for all activities.
				II - Operation of Project
4.4	11	4.9	12	1. All approved activities have been implemented.
11.2	28	8.5	21	2. All activities are functioning as approved.
13.3	33	9.7	24	3. The number of children participating in each activity is in conformity with the approved application.
8.0	20	6.5	16	4. There is on file a current rank-ordered list of eligible participating children.
10.4	26	2.4	6	5. Only eligible children are being served by the project.
7.2	18	6.0	15	6. Teacher aides are functioning in a supportive role to Title I teachers and students rather than for the general benefit of the school.
9.6	24	1.2	3	7. Materials, supplies, and equipment are adequate and appropriate.
1.2	3	0.0	0	8. Materials, supplies, and equipment are being used for purpose for which approved.
4.8	12	.8	2	9. Materials, supplies, and equipment are convenient to or located within Title I rooms.
2.4	6	.4	1	10. Non-public students are participating in the manner described in the approved application.
				III - Evaluation
4.8	12	.8	2	1. There is evidence of continuous data collection and evaluation activity throughout the year.
.4	1	.8	2	2. If evaluation is contracted, the contract does provide for ample on-site involvement by the external evaluator.
5.2	13	.4	1	3. There is evidence that the results of previous evaluations have been used in the design of the current program.

STATE TITLE I STATISTICS FISCAL YEARS 1968-1974

The following figures indicate various statistics involving the state operation of Title I projects.

Fiscal Year	1968	1969	1970	1971	1972	1973	1974
1. Total number of operating LEA's in the state as of June 30.	789	740	686	661	606	534	572
2. Number of LEA's eligible* for Title I	661	640	635	621	594	589	567
3. Number of LEA's participating in Title I	560	547	506	466	457	398	363
4. Total number of Title I projects	513	512	472	425	419	395	363
A. Regular school term projects only	232	273	250	174	107	220	217
B. Summer term only projects	45	51	33	54	35	27	25
C. Projects with both summer and regular activities	238	188	189	197	277	148	121

*An allocation of any size determined eligibility.

The number of Title I projects in Missouri continues to decrease. Three hundred ninety-five projects operated in fiscal year 1973 while only 363 operated in fiscal year 1974. This is a drop of 32 projects. There appears to be three primary causes for this decrease; (1) The somewhat fluctuating allocation system has reduced the allocation of some smaller projects to the point where continuation is not feasible. (2) There is a continuing reduction in the number of school districts. (3) For various and sundry local reasons, some schools simply chose not to participate. Among these reasons were the desire to have special services located in all attendance areas rather than Title I eligible areas, the desire to get away from the paper work required by Title I, and a feeling that Title I was too restrictive for their local administrative plans.

Fewer districts conducted summer and regular term combination projects in fiscal year 1974 than previously. A primary reason for the reduction of summer school activities was because they have been carried out in many LEA's for a number of years. In many cases, the same children attended summer school year after year and simply became tired of the extra school work. Many summer schools have relied heavily upon external inducements to bring about excitement and regular attendance in summer school. These extrinsic values have worn students out and no longer have the meaning they once had. It now becomes important for LEA's to develop significant intrinsic values in their summer school activities in order for them to become more meaningful to the students.

The Title I section has attempted to improve summer schools through dissemination activities. This has involved the publication of a booklet entitled, "The Teaching-Learning Station Approach to Learning," which encompasses a variety of activities and methodologies which are useful in summer activities including teacher-made games, learning stations objectives, and evaluation. Some summer schools were conducted this summer using the plan in the booklet. They were reported to be quite successful and added new interest in those districts where summer schools have been previously held. The new format reported a much improved attendance and achievement. A copy of the booklet is available from the Title I section.

TOTAL STUDENT PARTICIPATION IN TITLE I

	1968	1969	1970	1971	1972	1973	1974
Total State Public School Enrollment	1,031,010	1,061,646	1,078,347	1,084,833	1,087,866	1,082,744	1,069,940
Title I Participants Enrollment in Public Schools	202,152	122,056	114,722	98,888	82,336	77,350	68,119
Percentage of Participants	19.6	11.5	10.6	9.6	7.6	7.1	6.4
Reported State Nonpublic School Enrollment	165,000	154,326	158,342	134,593	137,928	133,021	127,290
Title I Participants Enrolled in Nonpublic Schools	14,970	6,822	5,045	3,836	4,031	3,593	4,036
Percentage of Participants	9.1	4.4	3.2	2.85	2.9	2.7	3.2

Increased concentration of instruction on fewer numbers of children as determined in the regulations and guidelines of Title I and a decrease in the numbers of projects has of necessity reduced the number of children participating. This is reflected in the Table above. A 6.4 percent participation figure for the public schools should be the level on which Title I participation will probably maintain itself.

STUDENT PARTICIPATION BY GRADE

The concentration of Title I activities in the various grades is heaviest in grades 3 and 4; the general concentration being in grades 2 through 6. This is an adequate approach to offering special services to those students who may not always be the most in need but certainly are in a stage of their education span where additional efforts will do the most good. Reduced instruction is taking place in high school.

The following Tables indicate a unduplicated count of participants by grade and type of school for four fiscal years.

Fiscal Year 1971

	GRADE	ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN PRIVATE SCHOOLS	ENROLLED IN SCHOOLS FROM INSTITUTIONS	
				NEGLECTED	DELINQUENT
		(2)	(3)	(4)	(5)
1	PRE-KINDERGARTEN	623	20	5	0
2	KINDERGARTEN	3,417	83	10	0
3	GRADE 1	8,488	373	12	56
4	GRADE 2	10,527	499	12	23
5	GRADE 3	11,627	494	13	32
6	GRADE 4	11,210	530	20	52
7	GRADE 5	11,413	515	10	47
8	GRADE 6	10,003	485	10	56
9	GRADE 7	8,241	356	12	98
10	GRADE 8	6,834	322	11	99
11	GRADE 9	4,971	94	16	125
12	GRADE 10	3,525	19	12	29
13	GRADE 11	2,646	18	6	18
14	GRADE 12	1,946	4	10	17
15	UNGRADED	4,417	24	84	39
16	TOTAL (SUM OF 1-15)	99,888	3,836	243	691

Student participation by grade continued

TOTAL PARTICIPATION FISCAL YEAR 1972

	GRADE	ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN PRIVATE SCHOOLS	ENROLLED IN SCHOOLS FROM INSTITUTIONS	
				NEGLECTED	DELINQUENT
		(2)	(3)	(4)	(5)
1	PRE-KINDERGARTEN	718	15	0	0
2	KINDERGARTEN	2,256	87	10	0
3	GRADE 1	6,845	302	9	2
4	GRADE 2	9,797	498	11	56
5	GRADE 3	10,364	521	16	54
6	GRADE 4	10,761	621	16	111
7	GRADE 5	10,540	557	23	113
8	GRADE 6	9,187	474	16	98
9	GRADE 7	6,847	454	13	70
10	GRADE 8	5,323	345	21	101
11	GRADE 9	3,522	71	21	64
12	GRADE 10	1,529	58	7	23
13	GRADE 11	1,126	20	3	12
14	GRADE 12	760	8	5	7
15	UNGRADED	2,761	0	46	204
16	TOTAL (SUM OF 1-15):	82,336	4,031	217	915

TOTAL PARTICIPATION FISCAL YEAR 1973

	GRADE	ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN PRIVATE SCHOOLS	ENROLLED IN SCHOOLS FROM INSTITUTIONS	
				NEGLECTED	DELINQUENT
1	PRE-KINDERGARTEN	809	35		
2	KINDERGARTEN	2,215	6	8	
3	GRADE 1	6,840	416	3	1
4	GRADE 2	9,794	487	14	3
5	GRADE 3	10,512	541	11	15
6	GRADE 4	10,407	461	20	30
7	GRADE 5	9,933	494	20	45
8	GRADE 6	8,453	425	33	59
9	GRADE 7	6,231	300	22	45
10	GRADE 8	4,628	269	20	49
11	GRADE 9	2,363	56	19	15
12	GRADE 10	1,089	35	7	6
13	GRADE 11	780	33	4	5
14	GRADE 12	455	21	3	2
15	UNGRADED	2,841	14	54	254
16	TOTAL (SUM OF 1-15):	77,350	3,593	238	529

UNDUPLICATED PARTICIPATION BY REGULAR YEAR AND SUMMER FISCAL YEAR 1974

THE NUMBER OF CHILDREN WHO PARTICIPATED IN ACTIVITIES BY GRADE LEVEL AND BY TYPE OF SCHOOL

		REGULAR YEAR			SUMMER		
		ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN PRIVATE SCHOOLS	ENROLLED IN SCHOOLS FROM INSTITUTIONS FOR DELINQUENT AND NEGLECTED	ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN PRIVATE SCHOOLS	ENROLLED IN SCHOOLS FROM INSTITUTIONS FOR DELINQUENT AND NEGLECTED
		1	2	3	4	5	6
1	PRE-KIND.	299			716		
2	KIND.	2,649	149	5	627	66	8
3	GRADE 1	3,673	277	20	2,739	170	19
4	GRADE 2	8,228	462	27	3,159	218	16
5	GRADE 3	8,652	547	31	3,288	203	19
6	GRADE 4	8,637	537	60	2,995	174	32
7	GRADE 5	8,379	528	57	2,668	159	25
8	GRADE 6	7,429	476	63	2,089	100	36
9	GRADE 7	5,066	322	109	1,146	55	39
10	GRADE 8	3,958	296	133	616	19	78
11	GRADE 9	1,262	44	99	101	1	21
12	GRADE 10	814	24	52	139	1	
13	GRADE 11	326	14	19	134	1	
14	GRADE 12	275	13	8	5		
15	UNGRADED	770		60	25		
16	TOTAL	60,417	3,689	743	20,447	1,167	293

TOTAL PARTICIPATION FISCAL YEAR 1974

THE UNDUPLICATED NUMBER OF CHILDREN WHO PARTICIPATED IN ACTIVITIES BY GRADE LEVEL AND BY TYPE OF SCHOOL

	GRADE	ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN PRIVATE SCHOOLS	ENROLLED IN SCHOOLS FROM INSTITUTIONS	
				NEGLECTED	DELINQUENT
		7	8	9	10
1	PRE-KINDERGARTEN	877			
2	KINDERGARTEN	3,149	207	8	0
3	GRADE 1	5,177	339	16	12
4	GRADE 2	9,236	529	11	22
5	GRADE 3	9,583	588	12	22
6	GRADE 4	9,467	607	26	51
7	GRADE 5	9,205	569	20	52
8	GRADE 6	8,023	504	29	79
9	GRADE 7	5,377	321	29	133
10	GRADE 8	4,158	289	22	187
11	GRADE 9	1,395	33	10	61
12	GRADE 10	952	16	12	12
13	GRADE 11	460	15	7	0
14	GRADE 12	279	19	8	
15	UNGRADED	781		71	19
16	TOTAL (SUM OF 1-15)*	68,119	4,036	281	650

COST PER PUPIL

Title I guidelines call for an average expenditure per pupil of $250. This includes not only Title I money, but also State Special Education money applied to Title I activities. With a total of 73,086 students participating in Title I and a total expenditure of $21,388,394, the average per pupil expenditure of Title I funds was $292.65. This is in contrast to the fiscal year 1973 expenditure of $270.07 per student.

This is approximately a $22 difference and reflects the continuing efforts to concentrate instruction upon fewer numbers of students who have the greatest needs.

A total of $22,294,560 was approved for fiscal year 1974 projects. Of this amount $16,484,529 was 1974 funds, $5,157,014 was 1973 carryover funds, and $653,017 was Part C funds. Of the total amount a preliminary report of expenditure was $21,388,394. After final adjustments are made the remaining funds will be used for carryover money in fiscal year 1975.

Because of increasing evidence to show that a direct relationship does not exist between spending large amounts of money and individual student gains, it is recommended that state Title I program personnel continue to search for an adequate alternative to using an average expenditure per pupil of $250 as the basis for determining concentration. One other possible alternative would be the use of teacher-pupil ratios as the primary means of determining concentration of effort rather than per pupil cost. Certainly a per pupil expenditure of $292.65 was reasonable and did serve to concentrate services on students with the greatest need.

COST AND TYPES OF ACTIVITIES WITH PARTICIPATION

Activities in Title I, ESEA projects have changed throughout the years with fiscal year 1974 indicating the general Title I policy of concentrating on basic skills areas. Fiscal year 1974 is the first year where no special education type activities are included as a part of Title I projects. This is because of the state regulations which require special education type activities to be provided; thus the application of Title I funds would be supplanting local and state requirements.

Reading remains the primary activity of Title I with over one-third of the funds being spent for this activity and a total participation of 45,647 students or 70 percent of the regular year students. Reading is also a small part of the basic skills activity and a major part of the summer programs; mathematics follows reading, and in third place are the language arts activities, although these reach fewer students. Summer activities are the second highest where funds are concerned with an expenditure of $3,501,611.

The only service activities remaining in Title I for the regular year are special health services which provides eye glasses, physical examinations, and other specialized health aids to meet individual student needs. Material centers are shown on the table for 1974. This is an all inclusive activity for such things as instructional materials development, specialized curriculum development, and small material centers. Fiscal year 1974 is the last year for material centers; however, the other related activities will continue.

The present pattern of activities within Title I projects appears to be somewhat stabilized in the attempt to meet the basic skills needs of educationally deprived children. Innovation in Title I is quite limited because of the guideline restrictions.

Fiscal Year 1971

ACTIVITY LIST FOR PROJECT	NO. ACTIVITIES	PUBLIC SCHOOLS K-6	PUBLIC SCHOOLS 7-12	PUBLIC SCHOOLS UNGR	PRIVATE SCHOOLS K-6	PRIVATE SCHOOLS 7-12	PRIVATE SCHOOLS UNGR	NEG.	DEL.	TOTAL COST BY ACTIVITY
1 ADMINISTRATION	209									569,316
2 BASIC SKILLS	56	4,225	1,701	87					14	1,750,121
3 EVALUATION	39									213,722
4 GUIDANCE	92	13,961	6,134	123	55	90		14	48	628,134
5 HEALTH	133	22,340	9,755	1,877	54	29		30	48	634,512
6 INSERVICE TRAINING	134									537,063
7 LANGUAGE ARTS	27	871	944		44	14			48	188,742
8 LIBRARY	89	16,594	6,998	609	60	34				635,697
9 MATHEMATICS	114	4,717	1,885		83	24	1			814,981
10 PRE-SCHOOL	8	404			20					117,945
11 READING	191	27,230	10,765	327	700	174		31	164	4,071,020
12 REMODELING	13	779	672							19,706
13 SMALL CLASS SIZE	49	4,463	964							2,287,070
14 SOCIAL STUDIES	31	841	30,829						48	175,612
15 SPECIAL EDUCATION EMR	59	736	471	493						470,381
16 SPEECH THERAPY	54	8,529	1,251	1,349	70	2	5			301,939
17 SUMMER	233	29,313	9,003	90	1,188	107	6	31	164	5,520,126
18 TEACHER AIDES	80	18,271	5,343	373	27	8		4	164	1,594,216
19 TUTORIAL	32	1,492	963	2	77	60		33		308,306
20 OTHER: LIST Miscell.										1,500,801
21										
22										
23										
24										
25 TOTAL EXPENDED										22,339,410

Fiscal Year 1972

ACTIVITY LIST FOR PROJECT	NO. ACTIVITIES	PUBLIC SCHOOLS K-6	PUBLIC SCHOOLS 7-12	PUBLIC SCHOOLS UNGR	PRIVATE SCHOOLS K-6	PRIVATE SCHOOLS 7-12	PRIVATE SCHOOLS UNGR	NEG.	DEL.	TOTAL COST BY ACTIVITY
1 ADMINISTRATION	203									649,622
2 BASIC SKILLS	55	3,464	1,071	39	1,697	193	0	0	18	1,409,652
3 EVALUATION	50									254,871
4 GUIDANCE	74	14,311	4,356	719	28	1	0	0	0	474,938
5 HEALTH	105	15,819	6,555	905	114	51	0	0	29	380,913
6 INSERVICE TRAINING	129							0		675,184
7 LANGUAGE ARTS	40	3,574	819	0	63	42	0	0	20	540,013
8 LIBRARY	79	9,866	3,700	562	0	0	0	0	0	356,237
9 MATHEMATICS	141	7,473	2,250	3	199	115	0	0	10	1,340,822
10 PRE-SCHOOL	13	586	0	80	0	0	0	0	0	140,751
11 READING	312	38,186	11,677	3	677	267	0	4	125	7,473,387
12 REMODELING	8	279	160	12	0	0	0	0	0	8,163
13 SMALL CLASS SIZE	49	2,691	107	0	0	0	0	0	0	2,355,545
14 SOCIAL STUDIES	33	736	593	0	0	0	0	0	10	240,073
15 SPECIAL EDUCATION EMR	118	1,203	832	1,417	0	0	0	6	0	1,034,663
16 SPEECH THERAPY	71	4,954	691	822	79	0	0	0	0	285,318
17 SUMMER	210	25,654	3,996	433	1,058	154	0	89	241	4,475,490
18 TEACHER AIDES *	64	4,696	1,714	434	54	17	0	0	0	493,416
19 TUTORIAL	32	1,192	602	83	145	16	0	36	0	257,556
20 OTHER: LIST										1,758,513
21										
22 MISC.										
23										
24										
25 TOTAL										24,605,627

*All aides were assigned to an instructional activity. This figure cannot be compared to previous years.

Fiscal Year 1973

ACTIVITY LIST FOR PROJECT	No. Activities	PUBLIC SCHOOLS K-6	PUBLIC SCHOOLS 7-12	PUBLIC SCHOOLS UNGR	PRIVATE SCHOOLS K-6	PRIVATE SCHOOLS 7-12	PRIVATE SCHOOLS UNGR	NEG.	DEL.	TOTAL COST BY ACTIVITY
1 ADMINISTRATION	171									854,520
2 BASIC SKILLS	76	6,036	685		1,425	497		70	242	1,279,689
3 EVALUATION	17									212,676
4 GUIDANCE	60	10,087	2,679	371	13	44			41	276,302
5 HEALTH	82	12,666	3,661	491	49			8		191,286
6 INSERVICE TRAINING	17									372,516
7 LANGUAGE ARTS	40	5,713	1,271		51	24				665,103
8 LIBRARY	62	7,188	3,648	108						176,781
9 MATHEMATICS	128	10,361	1,947		109	42				1,543,704
10 PRE-SCHOOL	5			310						118,123
11 READING	325	46,770	8,727	13	802	199		4	117	7,828,004
12 LEARNING DISABILITIES	30	598	6	18						178,680
13 SMALL CLASS SIZE	12	1,972	766	15						2,134,381
14 SOCIAL STUDIES	19	1,086	300		16					235,149
15 SPECIAL EDUCATION EMR	11	1,286	958	1,500				3	6	1,202,004
16 SPEECH THERAPY	80	4,933	679	60	86	8				240,799
17 SUMMER	175	18,836	2,736	431	1,010	140	23	106	277	3,721,573
18 SCIENCE	15	3,676	646							254,960
19 TUTORIAL	42	1,354		385	307	108	1	28	38	329,599
20 EXT. KINDERGARTEN	14	630								253,303
21 Follow Through	5	1,693								243,706
22 Materials Center	4	7,941	3,083		270	114				201,086
23 Miscellaneous	43	786	150	939	60		7			220,910
24										
25 TOTAL										22,069,192

Fiscal Year 1974

ACTIVITY LIST FOR PROJECT	No. of Activities	PUBLIC SCHOOLS K-6	PUBLIC SCHOOLS 7-12	PUBLIC SCHOOLS UNGR	PRIVATE SCHOOLS K-6	PRIVATE SCHOOLS 7-12	PRIVATE SCHOOLS UNGR	NEG.	DEL	TOTAL COST BY ACTIVITY (WHOLE DOLLARS
1 ADMINISTRATION	102									657,815
2 BASIC SKILLS	54	2,344	224		1,619	367		13		1,103,906
3 EVALUATION	51									229,275
4 PARENT PROGRAMS	1	3,779	1,531		348	116				109,931
5 SPECIAL HEALTH SERV	23	1,609	421	56	26					20,705
6 INSERVICE TRAINING	110									647,383
7 LANGUAGE ARTS	82	5,130	1,227	768	175	48				1,084,022
8 EXT. KINDERGARTEN	14	2,057								663,506
9 MATHEMATICS	128	6,809	1,462		427	79			35	1,661,909
10 PRE-SCHOOL	11			317						197,676
11 READING	290	35,073	9,037		1,079	249		209		8,556,753
12 NEGLECTED & DELINQ.	13								470	127,411
13 SMALL CLASS SIZE	11	1,177	548		4	6				1,659,144
14 SOCIAL STUDIES	20	482	381		84	38				193,503
15 MATERIALS CENTERS *	4	15,153	4,462		1,600	462		24	290	300,761
16 FOLLOW THROUGH	5	1,292								252,196
17 SUMMER	146	17,565	2,141	741	967	72		20		3,501,611
18 SCIENCE	22	1,091	330		44	5				307,095
19 TUTORIAL	23	473	367		54					104,122
20										
21 OTHER: LIST										
22 Misc.	2	575	94		1					15,670
23										
24										
25 TOTAL										21,388,394

*Includes curriculum development and instructional services.

PARENT ADVISORY COUNCILS AND PARENTAL INVOLVEMENT

Much emphasis has been placed upon the involvement of parents in Title I activities. In collecting data regarding this parental involvement, two approaches were used. One was to indicate involvement in Parent Advisory Councils including the number and types of meetings held and secondly, other parental involvement citing those who visited Title I classes, the number of volunteers working with Title I children and the amount of time spent by those volunteers. The following table indicates this information:

COUNCIL MEMBERS

2,213	1. Number of parents of public school Title I children on the parent advisory council
197	2. Number of parents of non-public Title I children on the parent advisory council
865	3. Number of other persons on the parent advisory council
3,275	4. Total number of parent advisory council members

COUNCIL MEETINGS

637	5. Number of council meetings held regarding PROJECT DEVELOPMENT
467	6. Number of council meetings held regarding IMPLEMENTATION OF THE PROJECT
368	7. Number of council meetings held regarding EVALUATION AND REVIEW of the project
1,472	8. Total number of council meetings held for all purposes

OTHER PARENTAL INVOLVEMENT

14,128	9. Number of parents of Title I children who visited Title I classes
4,983	10. Number of parents volunteers who worked with Title I children through the school setting
4,845	11. Number of Man days spent by parent volunteers in working with Title I children.

It was evident from individual local evaluations that Title I parent councils did function adequately. A summary indicates that parents made up more than a majority of the Parent Advisory Councils in Missouri. Nonpublic parents were also involved in each project where nonpublic children were concerned. The function of 2,410 parents in a vital project activity is certainly a significant step toward indepth involvement.

An average of four Parent Advisory Council meetings per project indicates the degree to which these Parent Advisory Councils were involved in the development, implementation and review of Title I projects in the state. It was reported that the councils were not only involved in project development which appeared to be a primary function, but also participated in the ongoing project procedures. It must also be noted however, that some districts did have difficulty in getting parents to participate actively in council activities. Thus, participation varied from project to project. A drawback of parent council activity was the fact that many of the ideas expressed by parent councils had to be vetoed because of the highly restrictive guidelines of Title I. This reduced some of the effectiveness of the councils in advising the implementation of some special programs to meet local children's needs.

The number of parents who visited Title I classes appeared to be adequate on a percentage basis, yet remains low when the ideal is considered. What is significant is the number of parent volunteers who worked with Title I children through the school setting. All of this volunteer work was on a part-time basis. The LEA's did report that 4,938 parents spent 4,845 mandays in working with Title I children. This is 994 fewer parents and 2,001 fewer mandays than were reported last year. There is no readily available explanation for this decrease.

Continued emphasis is being placed upon parental involvement. Each application indicates the parent council makeup. If it is not correct, it is altered prior to the approval of any project application. Parents will continue to make an important impact upon the function of Title I projects.

IN-SERVICE TRAINING

In-service training of Title I staff members for credit is allowable when a teacher needs only one or two courses to complete permanent certification in a specific area taught or when a course is directly related to the instructional activities involved in Title I projects. Evening classes, summer classes, seminars, and workshops fall into these categories. Table indicates the number of personnel, the hours of credit, or days spent for in-service training in the state under Title I. In-service training was a wide spread activity and large numbers of teachers availed themselves of the service. This is especially true in the largest city projects where more extensive in-service activities were planned.

Joint teacher-teacher aide in-service training is required by Title I. It should be noted that the average number of days spent in joint in-service training was approximately one day per teacher and one day for teacher aides for regular year activities. The days spent per teacher or aide was considerably higher in the summer school programs. This was primarily because of new methodologies used in summer school which required or at least indicated additional in-service training.

A total of $663,040 was spent for in-service training using Title I funds throughout the state. Some of the in-service was written as definite in-service training activities in the project while others were a part of various instructional activities. This accounts for the difference in funds shown above and the table showing activities throughout the state.

INSERVICE TRAINING
Fiscal Year 1974

22

	Reading Teachers		Math Teachers		Preschool Teachers		Summer Teachers		Others		Reg. Yr. Aides		Summer Aides	
TYPE OF TRAINING	Number Teachers	Hours Credit	Number Teachers	Hours Credit	Number Teachers	Hours Credit	Number Teachers	Hours Credit	Number Teachers	Hours Credit	Number Teachers	Hours Credit	Number Teachers	Hours Credit
College credit evening and Saturday Classes	81	417	11	18			27	297	3	13	19	169		
College credit summer school (except workshops)	38	249	7	39			38	248	4	44	230	2149	105	1378
College credit in workshops and seminars	29	100	3	6			66	132	7	27	6	6	11	22
TABLE VI	Number Teachers	Days Spent	Number Teachers	Days Spent	Number Teachers	Days Spent	Number Teachers	Days Spent	Number Teachers	Days Spent	Number Aides	Days Spent	Number Aides	Days Spent
Non credit inservice workshops and seminars	1162	1422	419	469	12	29	996	5148	578	191	845	918	405	925
Joint teacher--Teacher aide inservice *	1258	1232	315	346	13	34	1663	5024	295	219	1515	1432	1398	3326

* May also be shown as non credit inservice.

FACTORS AFFECTING ACHIEVEMENT IN TITLE I, ESEA
INSTRUCTIONAL ACTIVITIES

A Study

Additional information is often requested in order to determine the factors affecting growth in achievement in Title I, ESEA instructional activities. A study was made in which the data of various factors were collected. The data was then analyzed with a multiple linear regression technique. This was done in order to show which factor or factors had the most effect upon the achievement gains made by Title I students in instructional activities. The following information shows the result of that study:

The data collected were as follows:

1. Subject
2. Test Used
3. Actual grade placement
4. Amount of educational deprivation
5. Cost per pupil
6. Adult/pupil ratio
7. Hours of instruction
8. The amount of gain in achievement made by each individual student.

Data was collected on an individual student basis from three schools. The schools included Maysville, which is a rural small town and farm school district, Mountain Grove, which is similar in characteristics but has a larger school population, and Cape Girardeau, which presents a variety of socio-economic backgrounds including very low income students in a city setting, multiple races, as well as lower middle class educationally deprived type students. Individual student data was collected from each of these districts for a total of 351 students in reading and 285 in mathematics. The sample was small but typical of Title I students. The average of education deprivation was less at

the end of the year than at the start of the period by .1 year. This was discovered by also collecting educational deprivation at the end of the year. The per pupil cost was nearly the same as the statewide cost, or approximately $270. The amount of instruction averaged approximately 30 minutes per school day. The tests used within the study were the Gates Mac Ginitie and the Stanford Achievement tests.

ANALYSIS OF THE DATA

The influence or predictive efficiency is expressed by the amount of the variation accounted for by each variable or combination of variables. Ideally one would like to account for 100% of the variation.

Regular Year Reading
Stanford Achievement Test

When using all five of the variables in predicting gain scores, one can only explain 12 percent of the variation. The amount of variation explained or accounted for is determined by squaring the correlation coefficient. For example, the multiple correlation coefficient (R) for the five variables was .33, by squaring this we get .1089 (or rounded to two places, .11). While this amount is highly significant statistically ($F=25.45$, $p<.0001$), it is not of much practical significance. There is 88 percent of the variation that is accounted for by other variables that have not been taken into consideration.

Prediction Using Single Variables.

Actual grade placement and amount of educational deprivation were the only variables accounting for a statistically significant amount of the variation. Actual grade placement with an R=.22 accounted for approximately 5 percent of the variation and amount of educational deprivation with an R=.33 accounted for approximately 11 percent of the variation.

Note that this is almost as much as all five of the variables accounted for (11%). The amount of educational deprivation turns out to be the single best predictor of gain scores. Here too, while there is statistical significance, there is very little practical information. The correlations between the independent variables and the gain scores are shown in Table I.

TABLE I

Correlation Between Independent Variables and Gain Scores

	r	r^2	F	P
Actual Grade Placement	.22	.05	10.42	.001
Amount of Educational Deprivation	.33	.11	23.88	.0001
Cost Per Pupil	.09	.0	1.481	.22
Adult/Pupil Ratio	.06	.0	.807	.62
Hours of Instruction	.03	.0	.164	.69

Regular Year Reading
Gates Mac Ginitie

In using all five variables in predicting gain scores for this subject and test we obtained a multiple correlation (R) of .24 which when squared shows that these variables account for only about 6 percent of the variance. This amount is statistically significant ($F=8.509$, $p<.05$). Again, it is not of much practical significance; 94 percent of the variance is unaccountable.

Prediction Using Single Variables

Adult/pupil ratio was the only variable which showed statistical significance when the variables were considered one at a time. It

accounted for approximately 3 percent of the variance (R=.18, F=4.67, p<.05). The correlations between the independent variables and the gain scores are shown in Table II.

TABLE II

Correlation Between Independent Variables and Gain Scores

	r	r^2	F	P
Actual Grade Placement	.14	.02	2.78	.09
Amount of Educational Deprivation	.06	.0	.46	.50
Cost Per Pupil	.0	.0	.0	1.00
Adult/Pupil Ratio	.18	.03	4.66	.03
Hours of Instruction	.0	.0	.0	1.000

The table may be read as follows: The r between the gain scores and amount of educational deprivation is .06; this does not account for any of the variation (r^2=.0); the F ratio is .46 which has a probability of .50 associated with it. This is greater than .05 so is not significant.

Regular Year Mathematics
Stanford Achievement Test

When we used all five variables in predicting gain scores, we explain about 13 percent of the variance (R=.37, R^2=.13). This amount is higher than we have seen in the other two sections, but still leaves 87 percent of the variance unaccounted for. As in the other sections, this amount is statistically significant (F=46.68, p<.0001) but does not offer much practical guidance in decision making.

Prediction Using Single Variables.

All five of the variables are statistically significant as predictors. Amount of educational deprivation is the best predictor accounting for

about 5 percent of the variance. These results are shown in Table III.

TABLE III

Correlations Between Independent Variables and Gain Scores

	r	r^2	F	P
Actual Grade Placement	.15	.02	6.95	.008
Amount of Education Deprivation	.29	.08	26.54	.00001
Cost Per Pupil	.25	.06	19.93	.0001
Adult/Pupil Ratio	.18	.03	10.06	.002
Hours of Instruction	.23	.05	16.76	.0002

Summary

The best combined set of predictors of gain scores for reading-Stanford Achievement Test was amount of educational deprivation, actual grade placement, and adult/pupil ratio. This set accounted for about 11 percent of the variance while all five only accounted for about 12 percent.

The best combined set of predictors of gain scores for reading-Gates Mac Ginitie was adult/pupil ratio, amount of education deprivation, and actual grade placement. This set accounted for the same amount of variance (6 percent) as did all five.

The best combined set of predictors of gain scores for mathematics-Stanford Achievement Test was amount of educational deprivation, adult/pupil ratio, and cost/pupil. This set account for about 13 percent of the variance which is about the same amount accounted for by all five.

Actual grade placement, amount of educational deprivation, and adult/pupil ratio were the best single predictors.

Practical Application of the Study

A secondary objective of this study, i.e., to see if additional data collection is worthwhile, was met. From this limited study it appears there would be little value in collecting massive amounts of data on the factors involved in this study on a statewide basis. Perhaps another study where other factors are collected along with the current factors could be helpful. It may be that other factors not collected have more influence upon student gains. A more controlled study might yeild different results.

One problem may have been that the factors involved are somewhat controlled already by Title I guidelines. Had greater variation within the factors been evident in the collected data, the results might have been more inclusive.

EVALUATING TOWARD THE STATEWIDE OBJECTIVES

For an evaluation to be effective on any level the reporting and data collection must be directed toward the goals and objectives of a program. Conclusions must be drawn in light of the desired objectives.

The goal statement for the FY 1974 Title I Program for Low Income Children on a statewide basis was:

> To substantially raise the achievement level of educationally deprived children in predominantly low income attendance areas.

With the goal statement certain behavorial objectives were established for the statewide Title I, ESEA program. These objectives follow:

> Eligible participating Title I students from predominantly low income attendance areas will increase in achievement in the areas of reading, mathematics, language arts, social studies, and science during the period of one academic year with an average of one year's growth in achievement in the content areas with 15% making 1.5 or more year's growth; 35% making 1.01-1.50 year's growth; 25% making .71-1.00 year's growth; and 25% making 0-.70 year's growth as shown by a pre and post standardized achievement test as reported in LEA evaluation reports.
>
> Eligible participating Title I students from predominantly low income attendance areas will increase in achievement in reading, mathematics, language arts, social studies, and science during a six to eight week summer period with an average gain of a .2 year's growth as shown by standardized achievement tests or an average progress of 60% as shown by rating scales in the content areas.
>
> Rating scales will indicate that 20% of the students will make progress of 75% or more, 50% will make from 40 to 74%, 10% making 25 to 39%, and no more than 10% making below 24%, as shown by pre and post testing on standardized achievement tests by subject and grade or pre and post rating on carefully developed rating scales as reported in the LEA Annual Evaluation Report.

An anticipated growth of an average of one year's growth in achievement for the various instructional areas in Title I activities is, in reality, the national norm. Even though educationally deprived children are significantly below the national norm in grade equivalency, it is possibly unrealistic to expect them to make more progress than the average of all other children. It is true that in many cases children will make significantly more than the national expectancy of one year's growth per year of instruction, while on the other hand the cultural, economic, and educational deprivation of children hampers the educational growth in spite of significant efforts through Title I, ESEA to overcome these very problems. Growth on an average of one year does become substantial when consideration is given to the achievement of the average culturally, economically, and educationally deprived child prior to the intensive instruction and service provided through compensatory activities. (See tables showing prior average gains.)

Regardless of the consideration that one year's growth in achievement is significant for the educationally deprived child, anticipation has continued that with the concentrated efforts of the specialized instructional activities provided under Title I more than a year's growth might be averaged by Title I students in order that they might really begin to catch up toward the norm of achievement of their particular grade.

EVALUATION METHODS

Uniform evaluation procedures were encouraged throughout the state on Title I programs. However, local school districts were allowed to use such instruments as they felt valuable in determining whether or not objectives were met. An evaluation plan was recorded in the application before the project was approved. From this, the local school had a concept of what was expected of it in evaluating the programs. An evaluation form was mailed to the local schools in March. It provided some detail of the requirements for evaluation procedures. The schools were required to evaluate in line with their objectives. Pretests or pre-rating information was to be secured on the participation of each student.

Types of information to be gathered varied depending on the type of activity. For regular year instructional activities, pretest, post test data were required, except in cases where suitable tests were not available.

The spring of 1973 testing, if done late in the year, was used as pretesting in most cases. This was allowed in order to eliminate repeated testing. When students entered the program without taking the pretests, the local schools were encouraged to do the pretesting with the appropriate test. The same test was to be used for both the pretest and the post-test. Another form could be used where desired. Teachers were free to use such other diagnostic and evaluative instruments as indicated; however, the pre-post concept was to be observed throughout.

Summer school activities were evaluated on a somewhat different basis. Either the pretest--post test or pre-rating--post-rating system could be used. Considerable work has been done in the development of suitable rating scales to use in summer school instructional and service activities. Testing with short intervals of time tends to be invalid due to the standard error of measurement and norming procedures.

Specific information is requested on the evaluation format. Such information as the number of students involved and the grade span, objectives of the activity, the basis upon which the activity was judged with supporting quantitative data, testing information, summaries, etc. Evaluators were asked the degree of reaching the objectives, what conclusions that might be drawn, and what recommendations for change might be made. Each of these items were to be responded to on each activity. A copy of the evaluation form may be found at the back of the booklet.

Alternative Methods of Data Collection for Future Evaluations

Under the current regulations, Title I evaluations are due 30 days after the ending date of the project. This would allow evaluations to be due as late as September 30. Because of this extended due date to projects ending late in the year, there tends to be a bunching up of the receipt of the projects in September and early October. An alternative method proposed for the coming year would be to have all regular year evaluations due by July 1. This would allow greater time for review of the evaluations and collection of any additional needed data.

With this plan three areas would be required after summer school with all other evaluations being submitted earlier:

1. A record of the number of participants and the cost of the summer activity.
2. The participation by grade of the summer activity and an unduplicated count of participants for the total project.

3. The evaluation data of achievement for the summer.

This would not fragmentize the evaluation procedure but would encourage the LEA's to complete their data more closely to the time of completion of the activities.

PROCEDURES FOR SUMMARIZING ACHIEVEMENT DATA

Achievement data by grade by subject was reported on optical scan sheets for compilation (see appendix for a copy). This is the third year for such a data collection method. This method works well in that individual school information can be summarized with the total state in a relatively short time.

Great care was taken to utilize those sheets which were correctly completed with all required information present. Approximately 50 sheets were discarded because the data was inadequate. Five thousand nine hundred and eighty-seven sheets were put through the scanner. Of these, only 17 had to be discarded. One control on the scan sheet was the elimination of all sheets reporting weeks between tests of 29 or fewer for regular year testing, or more than 14 or less than 5 for summer activities.

The results shown in the educational progress section are from a universal sample, i.e., all students with pre and post data are reported in the subjects and tests presented. It is anticipated that between 10 and 15 percent of the participating students were not tested and thus not reported. For example, 44,110 students were reported as having participated in remedial reading activities with 32,517 shown as receiving suitable pre and post tests. At the extreme, probably 6,000 of the 44,110 were not tested. The remaining approximately 6,000 students may have received a test not shown on the optical scanning sheet, were given a different pre and post test, or the activity was conducted for less than a full school year. This easily accounts for the remainder of the students.

Achievement results are shown for all major subjects and for all tests which were requested on the optical scanning sheets. Attempts were

made to see that the sample of students was sufficiently large to be indicative of results. In some cases small numbers of students were used but they did appear on major subjects and on the test results reported.

Inclusion of First Grade in Test Results

There is continuing pressure upon evaluators to include as universal a sample as possible. This has been done within the state. Consequently, first grade results are also reported. These first grade results often have assumed pre test means of somewhere between 0 and 1.0 in grade equivalency. In other cases actual tests were given as pre tests and the results reported as such. In a review of the test data reported and as shown on the following sheets it appears that the inclusion of grade one data has had little effect in the overall gains. It may be noted that grade achievement results even using assumed pre test scores were quite similar to that of the other grades.

An Apology That is not an Apology
(Using Grade Equivalent Scores)

Discussion has currently arisen regarding the use of grade equivalency scores for showing gains of students. It is evident from studies of Horst, Tallmadge, Wood,[1] and others[2] that grade equivalency scores fail to accurately show gains made by Title I students because the grade equivalent scores themselves are extrapolated two times of the year other than the norming period (or tests are given at a different time of the year than

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[1]Donald P. Horst, G. Kasten Tallmadge, Christine T. Wood, Measuring Achievement Gains in Educational Projects (RMC Report UR-243: RMC Research Corporation) Los Altos, California.

[2]Wrighthouse, Hogan, Abbot, Test Service Notebook 33 - Accountability in Education and Associated Measurement Problems, issued by Test Department, Harcourt Brace Jovanovich, Inc.

at the time the tests were normed). The fact that test manuals indicate a student of a certain percentile can remain at the same percentile after a year's instruction and still show a gain of less or more than one year's growth using grade equivalency scores makes the use of grade equivalent scores questionable. These are among the problems in evidence.

With these evidences in mind, this evaluation report continues to use grade equivalent scores for three reasons:

1. Grade equivalency scores are more generally understood by both school people and the general population.
2. They are easily reported and summarized.
3. No previous leadership has been given to provide a better method of reporting student gains.

It is evident from recent work done by a private contractor in conjunction with a National Advisory Panel for Title I evaluation that alternative methods may be forthcoming which will be more satisfactory. It is evident these alternative methods will not be implemented for another year or so, but at least we are aware that they do exist and may be implementing them in the future if they truly prove to be more satisfactory.

Determining Mean Gains

The mean gains were formulated using the following formula:

$$M_{Comb} = \frac{N_1 M_1 + N_2 M_2 + \ldots\ldots N_n M_n}{N_1 + N_2 + \ldots\ldots N_n}$$

The means were computed on a weighted basis, i.e., a weighted arithmetical mean from combining groups using the above formula.

Gains By Categories

Information on gains by categories were collected along with the pre post test results. The tables under educational progress reflect these

gains in percentages of students falling into each category. The categories are necessarily broad especially at the lower level. Ideally, one would like to see the .70 and below category broken into two parts in order to find out what percent of students are really not gaining. Standards are also shown for summer school and with rating scales.

Prior Average Yearly Gains

Prior average yearly gains of participating students were also collected for the state. The prior gain was figured on the following formula:

$$\text{Prior Average Yearly Gain} = \frac{\text{Pretest grade equivalent score} - 1}{\text{No. years in school}}$$

The number of years in school was determined by the number of years a student was in school prior to the pretest, i.e., a fourth grader with a spring pretest was considered to have been in school three years.

Prior average gains are also shown in percentages to facilitate comparisons.

Rating Scales

Some summer achievement results were reported in categories of gain as summarized from locally developed rating scales. The procedure for developing and using these rating scales is discussed in the booklet, "Constructing and Using Rating Scales and Surveys in Title I Evaluation." The amount of gain was based upon the ratio of the progress the student actually made against what the student could have made. The figures in the tables are shown by student numbers, by category, and by total percentages. A rating scale format is shown in the appendix.

There are significant advantages to the use of rating scales:

1. Rating scales can be used wherever achievement testing is not feasible.

2. They can be used to obtain more realistic subjective ratings in those areas where only subjective judgment can be used.

3. The scales provide a method of quantifying and summarizing data in a easily reportable summary.

4. Individual student objectives and instructional plans become an important part of the instructional program leading toward final evaluation.

5. An assessment procedure has also been worked out for those areas where standardized testing is not appropriate.

EFFECT ON EDUCATIONAL PROGRESS
REGULAR YEAR (RY) PUBLIC SCHOOL STUDENTS

As stated previously, the objective statewide for the year was to show an average of one year's growth in the basic instructional areas. This objective was exceeded in remedial reading, remedial mathematics, and basic skills mathematics. It was not reached in remedial language arts or in basic skills language arts.

Although not stated, it was expected that progress for fiscal year 1974 would exceed the gains made by Title I students in the fiscal years prior to 1973 and would be similar to 1973 results. Such progress may be noted in the following paragraphs.

Remedial Reading

The total mean gain for 32,517 students in remedial reading was 1.1 year's growth in achievement. Averages range from .9 for 1,694 students tested with SRA Achievement Tests to 1.3 for 2,443 students tested with the Nelson Denny Reading Test and the California Achievement Test. Gains reported in reading for fiscal year 1974 were slightly lower than the previous fiscal year. Two probable causes for this are:

1. There was a definite attempt to have schools include as participants the most educationally deprived on a priority basis.
2. A universal sample was collected along with an improved accuracy of data.

The gains made by Title I participants in remedial reading are realistic when consideration is given to the added concentrated instruction and the specialized methods involved. When comparisons are made with the percentage making .7 or less prior to last year's

instruction and the number falling into that category during the current year, the figures are significant. Eighty-one percent of the students in reading were making prior average yearly gains of .7 or less, while in fiscal year 1974 only 36.4 percent of the students made .7 or less year's growth.

Remedial Mathematics

The average gain for 16,397 reported students in remedial mathematics was 1.1 year's growth in achievement. This is the same overall mean growth as reported for last year. When contrasting prior average yearly gains to current gains, it is noted that 78.4 percent of the students were averaging .7 or less according to the pretest scores while only 36.4 percent were in that category during the current year.

Remedial Language Arts

Four thousand one hundred and one students in language arts had a mean gain of .8 year's growth. This is less than the other remedial subjects. Forty-eight and four tenths percent of the language arts participants fell into the current gain category of .7 and below. There are two possible reasons for this lower gain when compared to reading and math.

1. No specific certification requirements are made for language arts teachers.
2. Some remedial language arts instruction may have involved more reading type activities while the test was given over language arts area.

Basic Skills

Basic skills mathematics had a mean gain of .9 year's growth in achievement. This is .2 of a year less than the gain for remedial mathematics. Basic skills language arts also had a lower mean gain

than remedial language arts. Certain implications may be arrived at even though there is great variation in the sample between remedial and basic skills students. In basic skills the subjects are a part of the program. The teacher may be teaching as many as three subjects to some students and only one subject to others. Although it is anticipated that specialized instructional methods were supposedly being used, there is probably a tendency to be more traditional in basic skills instruction than when remedial classes are offered.

Social Studies and Science

Achievement in science and social studies in such activities as small class size, basic skills, and tutorial generally reflected the same amounts of achievement as the other basic skills instructional areas. Samples reported on the optical scan sheets were not sufficient to make adequate conclusions except in a general way.

Tables of Gains

The following tables entitled, "Report of Student Achievement by Means and Categories," which were mentioned earlier, appear on the following pages and reflect student gains and prior gains. In each subject area one table is presented showing all the tests.

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

__X__ Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Remedial Reading SUBJECT AREA Reading INSTRUMENT USED All Tests
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
Tests	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.80 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.81 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.80	PERCENTAGE PRIOR AVERAGE GAIN OF 1.81 & OVER
**CAT	2000	2.7	4.0	1.3	29.7	15.8	26.6	27.9	82.6	16.2	0.2	0.1
GATES	6354	2.8	3.9	1.1	27.2	16.1	19.9	36.8	85.4	10.4	4.2	0.1
ITBS	9831	3.7	4.7	1.1	42.3	14.5	19.8	23.4	74.7	23.4	1.3	0.6
MAT	3929	3.6	4.6	1.0	40.3	20.3	20.7	18.7	86.3	11.4	1.4	0.9
NDR	443	5.0	6.4	1.3	25.2	15.1	25.4	34.3	74.2	23.4	2.1	0.3
SRA	1694	2.9	3.8	0.9	45.4	14.9	18.8	20.9	83.1	11.9	3.3	1.8
SAT	8266	2.8	3.9	1.0	41.0	19.4	21.9	17.7	80.6	12.8	3.6	3.0
TOTAL	32,517	3.2	4.3	1.1	37.9	16.9	20.9	24.3	81.0	16.0	2.5	0.5

*RS refers to Rating Scales

**CAT - California Achievement Test
MAT - Metropolitan Achievement Test
NDR - Nelson Denny Reading
SAT - Stanford Achievement Test
SRA - SRA Achievement Test
ITBS - Iowa Test of Basic Skills
GATES - Gates Mac Ginitie

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

__X__ Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Remedial Reading SUBJECT AREA Reading INSTRUMENT USED California Achievement Test
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.80 YRS RS 40%-74% SU 2 MOS-8 MOS	PERCENTAGE SUBSTANTIAL RY 1.81 YRS & OV RS 75%-100% SU ABOVE 8 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
1	16	0.7	1.9	1.3	37.5	6.2	6.3	50.0	0.0	0.0	0.0	0.0
2	452	1.2	2.4	1.2	24.8	18.6	34.1	22.5	88.2	7.6	3.5	0.7
3	399	1.9	3.5	1.5	25.1	21.8	31.0	22.1	89.1	9.4	1.5	0.0
4	380	2.4	3.5	1.0	41.3	13.4	22.6	22.7	82.7	16.2	0.8	0.3
5	316	3.1	4.3	1.2	30.5	14.3	23.3	31.9	86.3	13.1	0.6	0.0
6	184	3.7	4.9	1.3	25.7	15.8	24.0	34.5	84.0	14.8	1.2	0.0
7	106	4.9	6.5	1.6	19.8	9.4	18.9	51.9	61.3	37.8	0.9	0.0
8	72	5.2	6.6	1.4	25.0	6.9	25.0	43.1	69.4	30.6	0.0	0.0
9	40	5.5	7.1	1.6	30.0	10.0	20.0	40.0	63.6	30.3	6.1	0.0
10	19	7.3	7.9	0.6	63.2	5.3	10.5	21.0	42.1	26.3	31.6	0.0
11	16	9.4	10.2	0.8	50.0	12.5	25.0	12.5	18.8	62.5	18.7	0.0
12												
TOTAL	2000	2.7	4.0	1.3	29.7	15.8	26.6	27.9	82.6	16.2	0.2	0.1

*RS refers to Rating Scales

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

___X___ Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Remedial Reading SUBJECT AREA Reading INSTRUMENT USED Gates Mac Ginitie
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANT'L RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
1	71	0.8	1.6	0.8	52.1	9.9	12.7	25.3	39.6	18.7	41.7	0.0
2	1031	1.4	3.0	1.6	26.6	20.0	27.0	26.4	79.5	11.7	8.8	0.0
3	1847	2.2	3.2	0.9	13.2	11.6	14.3	60.9	87.1	12.0	0.8	0.1
4	885	2.7	3.6	1.0	35.0	25.6	21.3	18.1	84.6	7.1	7.9	0.4
5	872	3.4	4.5	1.1	39.1	16.7	23.4	20.8	86.6	12.2	0.1	1.1
6	625	3.7	5.2	1.4	32.0	12.4	24.1	31.5	89.6	10.0	0.2	0.2
7	529	4.1	5.0	0.9	30.2	13.8	18.2	37.8	91.6	7.4	0.8	0.2
8	400	4.9	5.7	0.8	31.0	12.8	14.6	41.6	88.6	11.4	0.0	0.0
9	68	5.3	7.4	2.1	23.9	19.4	10.4	46.3	93.7	6.3	0.0	0.0
10	24	5.0	8.0	3.0	16.7	0.0	8.3	75.0	87.5	12.5	0.0	0.0
11	2	6.2	7.7	1.5	0.0	50.0	50.0	0.0	100.0	0.0	0.0	0.0
12												
TOTAL	6354	2.8	3.9	1.1	27.2	16.1	19.9	36.8	85.4	10.4	4.2	0.1

*RS refers to Rating Scales

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

__X__ Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Rem. Reading SUBJECT AREA Reading INSTRUMENT USED Iowa Test of Basic Skills
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.80 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.81 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.80	PERCENTAGE PRIOR AVERAGE GAIN OF 1.81 & OVER
1	43	0.5	1.9	1.4	5.6	11.1	44.4	38.9	0.0	5.0	45.0	50.0
2	296	1.3	2.5	1.2	30.0	17.9	25.2	26.9	86.4	6.2	4.2	3.2
3	641	2.0	3.7	1.8	37.3	13.5	25.1	24.1	82.7	11.3	4.4	1.6
4	2063	2.6	3.5	1.0	43.5	14.5	18.8	23.2	81.4	17.3	1.1	0.2
5	2165	3.5	4.6	1.2	47.0	16.5	19.1	17.4	74.2	24.6	0.9	0.3
6	2084	4.3	5.2	0.9	40.9	14.6	20.5	24.0	72.9	25.9	0.9	0.3
7	1420	4.8	5.7	0.9	42.0	11.6	17.8	28.6	69.2	30.7	0.1	0.0
8	1108	5.4	6.3	0.9	41.5	13.3	19.2	26.0	66.9	33.0	0.1	0.0
9	11	5.4	6.7	1.2	45.4	0.0	27.3	27.3	63.6	36.4	0.0	0.0
10												
11												
12												
TOTAL	9831	3.7	4.7	1.1	42.3	14.5	19.8	23.4	74.7	23.4	1.3	0.6

*RS refers to Rating Scales

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

__X__ Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Remedial Reading SUBJECT AREA Reading INSTRUMENT USED Metropolitan Achievement Test

(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANT'L RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVER-AGE GAIN OF 1.51 & OVER
1	175	0.8	1.6	0.8	50.6	32.0	15.1	2.3	0.0	0.0	0.0	0.0
2	442	1.4	2.4	1.0	32.8	29.0	24.9	13.3	88.0	10.5	1.0	0.5
3	468	2.1	2.9	0.9	39.3	26.6	24.5	9.6	80.7	14.4	4.0	0.9
4	358	2.5	3.4	0.9	34.4	28.3	23.4	13.9	84.8	11.5	3.1	0.6
5	390	3.2	4.4	1.2	28.8	16.5	25.9	28.8	86.1	11.1	1.1	1.7
6	232	3.9	4.9	1.0	39.5	20.0	19.6	20.9	80.7	15.5	0.5	3.3
7	554	4.4	5.2	0.8	48.1	16.6	17.5	17.8	84.9	12.9	1.1	1.1
8	603	4.8	5.7	0.9	45.2	16.0	18.0	20.8	93.5	4.9	0.5	1.1
9	447	5.6	6.7	1.1	46.4	10.9	19.1	23.6	85.2	14.3	0.5	0.0
10	245	5.8	7.1	1.3	35.3	14.9	16.6	33.2	88.6	11.4	0.0	0.0
11	15	6.6	7.7	1.0	31.3	25.0	18.7	25.0	83.3	16.7	0.0	0.0
12												
TOTAL	3,929	3.6	4.6	1.0	40.3	20.3	20.7	18.7	86.3	11.4	1.4	0.9

*RS refers to Rating Scales

X Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

REPORT OF STUDENT ACHIEVEMENT BY MEANS AND CATEGORIES TITLE I, ESEA Fiscal Year 1974

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Remedial Reading SUBJECT AREA Reading INSTRUMENT USED Nelson Denny Reading
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVER-AGE GAIN OF 1.51 & OVER
1	4	7.9	9.0	1.1	25.0	0.0	75.0	0.0	50.0	50.0	0.0	0.0
2	10	1.2	2.9	1.7	10.0	10.0	30.0	50.0	100.0	0.0	0.0	0.0
3	34	2.3	3.5	1.2	32.4	17.6	20.6	29.4	61.8	38.2	0.0	0.0
4	28	2.7	4.6	1.9	3.6	14.3	28.6	53.5	71.4	21.4	3.6	3.6
5	22	3.7	4.1	0.3	31.8	22.7	9.1	36.4	68.2	18.2	13.6	0.0
6	29	4.5	4.9	0.4	46.4	28.6	10.7	14.3	46.4	50.0	3.6	0.0
7	138	4.9	6.3	1.4	31.5	12.0	17.6	38.9	89.2	9.6	1.2	0.0
8	86	5.5	6.9	1.4	19.4	18.5	35.9	26.2	78.9	19.3	1.8	0.0
9	44	6.7	8.1	1.3	27.3	15.9	20.4	36.4	60.9	39.1	0.0	0.0
10	19	7.0	8.4	1.4	26.3	0.0	42.1	31.6	68.4	31.6	0.0	0.0
11	29	7.9	10.1	2.2	10.3	6.9	34.5	48.3	79.3	20.7	0.0	0.0
12												
TOTAL	443	5.0	6.4	1.3	25.2	15.1	25.4	34.3	74.2	23.4	2.1	0.3

*RS refers to Rating Scales

__X__ Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

REPORT OF STUDENT ACHIEVEMENT BY MEANS AND CATEGORIES TITLE I, ESEA Fiscal Year 1974

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Remedial Reading SUBJECT AREA Reading INSTRUMENT USED SRA
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.80 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.81 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.80	PERCENTAGE PRIOR AVERAGE GAIN OF 1.81 & OVER
1	63	1.0	1.3	0.3	71.9	6.2	17.2	4.7	0.0	0.0	0.0	0.0
2	330	1.4	2.2	0.9	43.3	17.8	19.3	19.6	84.0	8.4	6.0	1.6
3	197	1.9	2.5	0.6	40.0	19.5	23.1	17.4	75.7	14.2	5.9	4.2
4	241	2.7	3.3	0.7	56.8	16.7	18.8	7.7	78.4	13.2	5.9	2.5
5	242	3.0	4.1	1.1	40.3	14.7	18.6	26.4	87.3	8.3	2.6	1.8
6	245	3.6	4.6	0.9	46.2	12.4	18.8	22.6	86.1	9.7	1.7	2.5
7	215	4.4	5.5	1.1	41.2	10.3	18.8	29.7	89.7	10.3	0.0	0.0
8	78	5.2	5.5	0.4	64.0	10.7	12.0	13.3	79.7	20.3	0.0	0.0
9	50	5.1	7.2	2.1	16.0	20.0	12.0	52.0	88.0	12.0	0.0	0.0
10	12	6.7	8.0	1.3	8.3	25.0	25.0	41.7	50.0	50.0	0.0	0.0
11	21	6.7	8.7	1.9	28.6	0.0	14.3	57.1	61.9	38.1	0.0	0.0
12												
TOTAL	1,694	2.9	3.8	0.9	45.4	14.9	18.8	20.9	83.1	11.8	3.3	1.8

*RS refers to Rating Scales

X Regular Year Public
____ Summer Public
____ Regular Year Non-Public

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Remedial Reading SUBJECT AREA Reading INSTRUMENT USED Stanford Achievement Test

(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
1	188	0.9	1.6	0.7	37.5	17.0	25.9	19.6	100.0	0.0	0.0	0.0
2	1474	1.4	2.3	0.9	50.8	22.8	17.5	8.9	89.1	5.9	2.7	2.3
3	1457	1.9	3.4	1.5	42.0	22.6	21.5	13.9	85.6	10.1	3.2	1.1
4	1542	2.6	3.6	1.0	38.8	19.8	28.8	12.6	83.5	12.4	3.3	1.0
5	1438	3.2	4.2	1.0	32.9	19.4	24.5	23.2	78.2	17.5	3.1	1.2
6	1141	4.3	5.4	1.1	42.3	16.7	20.1	20.9	76.6	15.8	6.7	0.9
7	506	4.6	5.1	0.5	43.0	11.7	13.6	31.7	80.8	15.9	0.9	2.4
8	406	5.1	5.6	0.6	36.8	11.7	16.3	35.2	75.5	18.3	2.7	3.5
9	61	5.1	6.2	1.1	36.5	15.9	20.6	27.0	54.8	27.4	9.7	8.1
10	33	5.3	6.2	0.9	14.3	3.6	42.8	39.3	88.4	6.1	4.2	1.3
11	19	4.9	7.1	3.1	37.5	16.7	16.7	29.1	75.0	12.5	4.2	8.3
12	1	5.7	7.2	1.5	100.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0
TOTAL	8266	2.8	3.9	1.0	41.0	19.4	21.9	17.7	80.6	12.8	3.6	3.0

*RS refers to Rating Scales

X Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

REPORT OF STUDENT ACHIEVEMENT BY MEANS AND CATEGORIES TITLE I, ESEA Fiscal Year 1974

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Rem. Mathematics SUBJECT AREA Mathematics INSTRUMENT USED All Tests
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.80 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.81 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
**SAT	2927	3.1	4.3	1.2	28.6	17.9	23.7	29.8	77.4	16.9	5.0	.9
SRA	818	3.1	3.9	.9	37.1	14.2	22.1	26.6	79.8	16.4	3.8	0.0
MAT	812	3.0	4.2	1.1	35.3	17.8	25.4	21.5	80.0	19.9	1.2	0.0
CAT	560	3.2	3.5	.9	47.4	17.2	18.6	16.8	73.3	25.2	1.2	.3
ITBS	1280	4.1	5.3	1.2	50.0	17.0	23.2	18.8	81.1	11.3	7.4	.2
TOTAL	6397	3.3	4.4	1.1	36.4	14.6	23.4	25.6	78.4	16.7	4.5	.4

*RS refers to Rating Scales

**SAT - Stanford Achievement Test
MAT - Metropolitan Achievement Test
CAT - California Achievement Test
ITBS - Iowa Test of Basic Skills

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

X Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Rem. Mathematics SUBJECT AREA Mathematics INSTRUMENT USED Stanford Achievement Test
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
1	71	1.0	1.7	0.6	63.2	14.8	17.6	4.4	100.0	0.0	0.0	0.0
2	360	1.5	2.6	1.2	41.4	22.9	22.2	13.5	87.7	7.6	3.5	1.2
3	473	2.1	3.5	1.5	20.0	14.0	19.9	46.1	79.0	14.9	5.1	1.0
4	563	2.7	3.8	1.1	26.9	20.0	24.1	29.0	76.6	21.0	1.6	0.8
5	614	3.5	4.6	1.1	29.6	19.8	25.5	25.1	78.9	19.0	1.9	0.2
6	506	4.2	5.4	1.2	29.3	17.9	24.9	27.9	70.3	14.7	14.1	0.9
7	166	4.8	6.1	1.3	21.3	13.4	30.5	34.8	76.0	19.9	2.9	1.2
8	174	5.6	6.8	1.2	31.8	15.0	25.4	27.8	75.5	19.5	4.4	0.6
9												
10												
11												
12												
TOTAL	2927	3.1	4.3	1.2	28.6	17.9	23.7	29.8	77.4	16.9	5.0	0.7

*RS refers to Rating Scales

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

__X__ Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Rem. Mathematics SUBJECT AREA Mathematics INSTRUMENT USED SRA Achievement Test
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANT'L RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
1	56	0.8	1.4	0.6	78.6	10.7	10.7	0.0	0.0	0.0	0.0	0.0
2	143	1.4	2.4	0.9	46.8	9.8	21.7	21.7	86.2	5.8	8.0	0.0
3	140	2.1	3.5	1.3	20.8	13.0	29.5	36.7	87.8	10.8	1.4	0.0
4	119	2.9	4.1	1.2	21.2	12.6	33.1	33.1	73.7	24.6	1.7	0.0
5	187	3.9	5.2	1.4	25.5	14.9	11.7	47.9	80.6	17.5	1.9	0.0
6	94	4.0	4.7	0.7	53.2	11.7	23.4	11.7	78.7	21.3	0.0	0.0
7	27	4.8	5.6	0.9	44.5	22.2	11.1	22.2	74.1	25.9	0.0	0.0
8	29	5.2	6.0	0.8	48.3	13.8	10.3	27.6	82.8	17.2	0.0	0.0
9	23	6.4	8.2	1.8	26.1	60.9	13.0	0.0	65.2	30.4	4.4	0.0
10												
11												
12												
TOTAL	818	3.1	3.9	0.9	37.1	14.2	22.1	26.6	79.8	16.4	3.8	0.0

*RS refers to Rating Scales

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

X Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Rem. Mathematics SUBJECT AREA Mathematics INSTRUMENT USED Metropolitan Achievement Test
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.60 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.61 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVER. AGE GAIN OF 1.51 & OVER
1	68	0.2	1.6	1.4	49.4	7.3	33.7	9.6	0.0	0.0	0.0	0.0
2	115	1.4	2.5	1.1	22.4	32.0	32.0	13.6	90.6	4.7	4.7	0.0
3	102	2.1	3.2	1.1	33.7	11.9	30.6	23.8	85.1	14.9	0.0	0.0
4	132	2.8	3.9	1.1	28.8	14.4	28.8	28.0	83.1	16.1	0.8	0.0
5	121	3.6	4.6	1.1	31.7	24.2	24.1	20.0	72.1	27.9	0.0	0.0
6	114	4.2	5.4	1.2	40.2	20.5	16.1	23.2	60.0	38 0	2.0	0.0
7	160	5.0	6.0	1.0	41.7	14.1	18.4	25.8	81.2	18.8	0.0	0.0
8												
9												
10												
11												
12												
TOTAL	812	3.0	4.2	1.1	35.3	17.8	25.4	21.5	78.9	19.9	1.2	0.0

*RS refers to Rating Scales

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

__X__ Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Rem. Mathematics SUBJECT AREA Mathematics INSTRUMENT USED California Achievement Test
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.80 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.81 YRS & OVER RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.80	PERCENTAGE PRIOR AVERAGE GAIN OF 1.81 & OVER
1	41	0.6	1.8	1.2	17.1	26.8	26.8	29.3	0.0	0.0	0.0	0.0
2	113	1.5	2.3	0.8	45.4	19.3	16.0	19.3	84.9	9.6	4.1	1.4
3	127	2.1	2.9	0.8	52.0	19.7	17.3	11.0	80.0	20.0	0.0	0.0
4	50	2.6	3.2	0.6	60.4	18.7	14.6	6.3	82.0	18.0	0.0	0.0
5	52	3.1	4.2	1.1	36.5	13.5	23.1	26.9	80.4	19.6	0.0	0.0
6	53	4.1	5.2	1.1	32.7	18.4	32.7	16.2	58.5	39.6	1.9	0.0
7	8	6.2	6.9	0.7	50.0	25.0	25.0	0.0	0.0	87.5	12.5	0.0
8	10	6.2	8.3	2.1	40.0	0.0	20.0	40.0	40.0	60.0	0.0	0.0
9	98	6.5	7.3	0.8	65.5	10.3	12.6	11.6	69.5	30.5	0.0	0.0
10	8	6.3	7.9	1.6	28.6	0.0	0.0	71.4	75.0	25.0	0.0	0.0
11												
12												
TOTAL	560	3.2	3.5	0.9	47.4	17.2	18.6	16.8	73.4	25.2	1.2	0.2

*RS refers to Rating Scales

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

__X__ Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Rem. Mathematics SUBJECT AREA Mathematics INSTRUMENT USED Iowa Test of Basic Skills
(Weeks between tests – 33+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANT'L RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
1	61	1.2	2.2	1.0	30.5	25.4	35.6	8.5	100.0	0.0	0.0	0.0
2	117	1.8	3.0	1.2	34.2	23.9	23.9	18.0	89.1	5.0	5.9	0.0
3	279	3.0	4.2	1.1	38.8	17.1	24.2	19.9	86.0	13.2	0.8	0.0
4	283	3.7	4.7	1.0	40.5	17.9	22.0	19.6	87.7	10.1	1.8	0.4
5	300	6.8	8.7	1.8	39.5	15.1	26.3	19.1	82.4	16.0	1.0	0.6
6	240	4.5	5.2	0.7	51.9	12.7	16.0	19.4	64.7	9.7	25.6	0.0
7												
8												
9												
10												
11												
12												
TOTAL	1280	4.1	5.3	1.2	40.9	17.0	23.2	18.9	81.1	11.3	7.4	0.2

*RS refers to Rating Scales

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

__X__ Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Rem. Language Arts SUBJECT AREA Language Arts INSTRUMENT USED All Tests
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
Tests	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
**CAT	238	3.1	4.3	1.2	45.1	15.2	15.6	24.1				
MAT	115	2.9	3.7	0.7	54.8	16.5	15.7	13.0				
SRA	278	2.4	3.4	1.0	41.1	14.4	23.9	20.6				
SAT	2154	2.7	3.6	0.9	44.6	15.2	19.3	20.9				
ITBS	1316	3.3	4.0	0.7	52.9	15.9	16.4	14.8				
TOTAL	4101	2.9	3.8	0.8	48.4	16.6	18.0	18.9				

*RS refers to Rating Scales

** CAT - California Achievement Test
MAT - Metropolitan Achievement Test
SRA - SRA Achievement Test
SAT - Stanford Achievement Test
ITBS - Iowa Test of Basic Skills

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

__X__ Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Remedial Lang. Arts SUBJECT AREA Language Arts INSTRUMENT USED Stanford Achievement Test
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
1	48	1.1	1.9	0.8	41.7	18.8	22.9	16.6				
2	535	1.4	2.1	0.8	55.6	16.5	16.5	11.4				
3	319	2.1	3.0	0.9	43.2	18.4	24.8	13.6				
4	366	2.7	3.6	1.0	42.9	16.9	20.3	19.9				
5	306	3.3	4.4	1.1	35.3	12.7	18.2	33.8				
6	279	3.7	4.8	1.1	38.7	13.9	18.8	28.6				
7	145	4.5	5.3	0.8	44.1	11.9	20.3	23.7				
8	161	4.9	5.8	0.8	43.0	10.9	17.9	28.2				
9												
10												
11												
12												
TOTAL	2154	2.7	3.6	0.9	44.6	15.2	19.3	20.9				

*RS refers to Rating Scales

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

__X__ Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Rem. Language Arts SUBJECT AREA Language Arts INSTRUMENT USED Iowa Test of Basic Skills
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.80 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.81 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.80	PERCENTAGE PRIOR AVERAGE GAIN OF 1.81 & OVER
1												
2	9	1.8	2.5	0.7	55.5	33.3	11.2	0.0				
3	18	1.8	3.3	1.5	33.3	16.4	11.2	39.0				
4	287	2.5	2.9	0.5	62.7	13.6	15.3	8.4				
5	380	3.0	3.5	0.6	60.0	13.4	15.3	11.3				
6	425	3.6	4.3	0.7	52.2	14.2	16.0	17.6				
7	96	4.4	5.4	1.0	26.6	26.6	22.3	24.5				
8	101	5.2	6.3	1.1	30.6	20.7	20.7	22.5				
9												
10												
11												
12												
TOTAL	1316	3.3	4.0	0.7	52.8	15.9	16.4	14.9				

*RS refers to Rating Scales

REPORT OF STUDENT ACHIEVEMENT BY MEANS AND CATEGORIES TITLE I, ESEA Fiscal Year 1974

__X__ Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Basic Skills SUBJECT AREA Math INSTRUMENT USED All Tests
(Weeks between tests - 30+ reg. yr., 5-14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
Tests	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVER. AGE GAIN OF 1.51 & OVER
**MAT	46	3.3	4.3	1.1	32.6	17.4	28.3	21.7	77.3	9.1	13.6	0.0
SRA	183	2.4	3.1	0.7	59.1	12.7	18.2	10.0	86.2	11.6	2.2	0.0
SAT	288	2.6	3.5	1.0	42.7	25.8	21.1	10.4	65.5	23.0	8.5	3.0
CAT	25	2.6	3.1	0.5	20.0	36.0	32.0	12.0	76.0	24.0	0.0	0.0
ITBS	474	3.3	4.2	0.9	43.9	14.1	22.0	20.0	59.4	34.6	5.1	0.9
TOTAL	1016	2.9	3.8	0.9	45.2	17.8	21.6	15.4	67.2	25.8	5.8	1.2

*RS refers to Rating Scales

** MAT - Metropolitan Achievement Test
SRA - SRA Achievement Test
SAT - Stanford Achievement Test
CAT - California Achievement Test
ITBS - Iowa Test of Basic Skills

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

__X__ Regular Year Public
_____ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Basic Skills SUBJECT AREA Language Arts INSTRUMENT USED All Tests
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
Tests	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.60 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.61 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.60	PERCENTAGE PRIOR AVERAGE GAIN OF 1.61 & OVER
**MAT	10	3.3	3.7	0.4	60.0	40.0	0.0	0.0	100.0	0.0	0.0	0.0
SRA	303	2.4	3.1	0.7	60.7	11.2	16.5	11.6	87.8	8.6	3.6	0.0
SAT	212	3.2	3.9	0.7	54.3	16.4	15.4	13.9	74.0	24.0	2.0	0.0
ITBS	469	3.6	4.4	0.8	44.6	16.6	21.5	17.3	36.4	28.9	9.1	25.6
TOTAL	994	3.1	3.9	0.7	51.7	15.2	18.5	14.6	60.0	21.5	6.3	12.2

*RS refers to Rating Scales

** MAT – Metropolitan Achievement Test
SRA – SRA Achievement Test
SAT – Stanford Achievement Test
ITBS – Iowa Test of Basic Skills

COMPARISON OF CURRENT ACHIEVEMENT GAINS TO PRIOR AVERAGE YEARLY GAINS

The following table summarizes the current categories of gain in comparison with prior average yearly gains.

		GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
Subject All Tests	NUMBER STUDENTS	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS.	PERCENTAGE MARKED GROWTH RY 1.01-1.90 YRS.	PERCENTAGE SUBSTANTIAL RY 1.91 YRS & OV	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.90	PERCENTAGE PRIOR AVER. AGE Y GAIN OF 1.91 & OVER
Remedial Reading	32,517	37.9	16.9	20.9	24.3	81.0	16.0	2.5	0.5
Remedial Mathematics	6,397	36.4	14.6	23.4	25.6	78.4	16.7	4.5	0.4
Remedial Language Arts	4,101	48.4	16.6	18.0	18.9				
Basic Skills Mathematics	1,016	45.2	17.8	21.6	15.4	67.2	25.8	5.8	1.2
Basic Skills Language Arts	994	51.7	15.2	18.5	14.6				
Percentage from Objective		25.0	25.0	35.0	15.0				

A few significant observations may be made from the above summary.

1. The percentages by category of current gains are nearly the same for remedial reading and remedial mathematics.

2. Remedial language arts, basic skills mathematics, and basic skills language arts show a much larger percentage in the little growth category for gains and a smaller percentage in the substantial growth category, while the mathematics activity shows a lower percentage prior average yearly gain of .70 years and below.

3. The percentages of current gains are heavier on the extremes and lower in the middle than expected. This reflects the possibility of three types of students in instructional activities.

   A. Students who are educationally deprived and who have very low ability. (iittle growth)

   B. Students who are educationally deprived, but have higher potential which was realized through Title I instruction. (substantial growth)

   C. Those students with average to lower ability whose gain was enhanced by Title I instruction.

4. It is significant to compare the prior average yearly gains with current gains. It may be noted that the percentage of students with prior gains in the .70 category was extremely high showing an average of nearly 80% while the percentage in the same category in current gains only averaged in the upper 30's for remedial reading and remedial mathematics but averaged about 48% in the remaining areas. It becomes evident from this that the addition of Title I instruction has become a significant factor in raising achievement levels.

5. It is apparent from the test results reported that remedial language arts, basic skills mathematics, and basic skills language arts activities were less effective than remedial reading and mathematics activities. Possible causes for this are:

   A. Language arts tests were used when in reality the instruction may have been more related to reading than language arts.

   B. Basic skills activities do not concentrate on one area of instruction but a combination of areas which may reduce their effectiveness.

   C. In addition, the prior average yearly gain portion of the table for basic skills mathematics indicates that students may have been in the program that did not have as great educational deprivation as the remedial participants. It is also apparent there were some cases where students were not educationally deprived because of the higher percentages in the two right hand columns. Even with this the percentage making marked and substantial growth in basic skills mathematics did not compare favorably with remedial mathematics results.

6. The figures of this table provide the evidence of an assumption that has been made regarding the previous and present gains of Title I students. It has been known that Title I students were gaining well below the norm in their gains for each year's instruction and it was assumed that they would receive higher gains as a result of Title I instruction. This summary bears this out. The data provides a substantial basis for promoting compensatory educational programs.

NONPUBLIC ACHIEVEMENT

Mean gains for nonpublic participants tended to be similar to the achievement made by public school students. This is as it should be in that public school teachers were utilized for giving instruction, the same standards were used for selecting participants, and the same amount of time was given for instruction to the nonpublic students.

Students who normally attend the nonpublic schools in the regular year and attended summer school activities were considered to be public school students and evaluated on that basis. The following tables indicate the progress of nonpublic students.

_____ Regular Year Public
_____ Summer Public
X Regular Year Non-Public

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Rem. Basic Skills SUBJECT AREA Reading INSTRUMENT USED All Tests
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
Tests	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-9 MOS	PERCENTAGE SUBSTANTIAL RY 1.51 YRS & OV RS 75%-100% SU ABOVE 9 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
**ITBS	1030	4.7	5.5	0.8	47.9	10.7	20.0	21.4	61.0	38.8	0.2	0.0
SAT	25	1.9	2.9	1.0	28.0	28.0	28.0	16.0	48.0	28.0	24.0	0.0
GATES	9	4.4	5.4	1.0	0.0	77.8	22.2	0.0	55.6	44.4	0.0	0.0
TOTAL	1064	4.6	5.4	0.8	47.0	11.7	20.2	21.1	60.6	38.6	0.8	0.0

*RS refers to Rating Scales

**ITBS – Iowa Test of Basic Skills
GATES – Gates Mac Ginitie
SAT – Stanford Achievement Test

_____ Regular Year Public
_____ Summer Public
__X__ Regular Year Non-Public

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Remedial Basic Skills SUBJECT AREA Mathematics INSTRUMENT USED All Tests
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
Tests	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-5 MOS	PERCENTAGE SUBSTANTIAL RY 1.51 YRS & OV RS 75%-100% SU ABOVE 5 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVER. AGE GAIN OF 1.51 & OVER
**ITBS	827	4.9	5.7	0.8	44.4	17.4	22.2	16.0	48.9	45.7	5.4	0.0
SAT	21	2.0	3.3	1.3	14.3	0.0	57.1	28.6	66.7	19.0	14.3	0.0
TOTAL	848	4.8	5.6	0.8	43.7	16.9	23.1	16.3	49.3	45.1	5.6	0.0

*RS refers to Rating Scales

**ITBS – Iowa Test of Basic Skills
SAT – Stanford Achievement Test

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

_____ Regular Year Public
_____ Summer Public
__X__ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Rem. Mathematics SUBJECT AREA Mathematics INSTRUMENT USED All Tests
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
Tests	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
**MAT	35	2.7	4.1	1.4	14.7	11.8	50.0	23.5	82.1	17.9	0.0	0.0
SRA	22	3.4	5.0	1.6	18.2	0.0	22.7	59.1	86.4	13.6	0.0	0.0
SAT	128	2.7	3.7	1.0	36.5	16.1	27.0	20.4	85.2	12.5	0.8	1.5
ITBS	116	3.2	4.4	1.2	28.7	15.7	27.8	27.8	89.4	8.8	0.9	0.9
TOTAL	301	2.9	4.1	1.2	29.6	14.3	29.7	26.4	86.5	11.P	0.7	1.0

*RS refers to Rating Scales

** MAT – Metropolitan Achievement Test
SRA – SRA Achievement Test
SAT – Stanford Achievement Test
ITBS – Iowa Test of Basic Skills

SUMMER SCHOOL ACHIEVEMENT

The objective for summer school called for a gain of .2 year's growth for the six to eight week summer session. The following table reflects the mean by subject for summer school achievement.

Summer Gains

Subject	Number of Students	Mean Gain
Reading	4,173	.3
Mathematics	3,941	.4
Language Arts	2,619	.3
Social Studies	1,099	.3
Science	1,006	.4

It may be observed that all activities exceeded the objective. These are the highest summer gains on the number of students that have ever been recorded in a State Annual Report. Exact reasons for this are not specifically known. However, monitoring reviews have indicated that summer schools are operating in an improved manner over previous years. Local districts are attempting to meet specific needs of summer students through better staffing, more in-service training, more carefully selected materials, and more individualized instruction. A negative factor may be that students are being tested so much they now know how to do the test whether or not they have learned anything.

It is questionable whether testing should be used in summer evaluation at all. All norming of tests are done during the regular year. Grade scores are extropolated to the beginning and ending of year in some tests, and generally no accurate grade scores are available for summer testing, thus local evaluators must pick a set of norms to use. In addition, the

standard error of measurement may be greater than any gain shown.

Following are tables that indicate summer instructional activities showing the five basic subject areas and the summarized test results reported for those areas.

Rating Scales

The results of the use of rating scales, which are discussed earlier, are also reflected in the following tables. The objective indicated that 10% would fall in the first category or below 24%, 10% in the 25 to 39% category, 50% in the 40 to 74% category, and 20% in the 75% or more category. When these results are reviewed, it appears that about equal percentages fell into each of the categories.

The primary reason for the progress ratings having one-half or more below 40% is that persons initially developing rating scales tend to make the individual objectives too extensive and too many in number to be met successfully during a short summer session. Further effort is being made to acquaint local school personnel with a more satisfactory means of developing items for the rating scales. It is apparent; however, that rating scales are a satisfactory and effective means of evaluating Title I activities where standardized testing is not desired or feasible.

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

_____ Regular Year Public
__X__ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Summer SUBJECT AREA Reading INSTRUMENT USED All Tests
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.51 YRS & OVER RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVER-AGE GAIN OF 1.51 & OVER
**CAT	505	3.1	3.6	0.5	18.1	9.7	22.9	49.3				
MAT	554	2.9	3.1	0.1	37.4	11.3	14.9	36.4				
SAT	2021	3.0	3.2	0.2	27.1	10.6	15.8	46.5				
GATE	471	2.9	3.2	0.3	28.1	7.4	16.7	47.8				
ITBS	622	3.4	3.8	0.4	27.9	7.1	11.1	53.9				
TOTAL	4173	3.0	3.3	0.3	27.6	9.8	15.9	46.7				

*RS refers to Rating Scales

**CAT - California Achievement Test
MAT - Metropolitan Achievement Test
SAT - Stanford Achievement Test
GATE - Gates Mac Ginitie
ITBS - Iowa Test of Basic Skills

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
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_____ Regular Year Public
__X__ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Summer SUBJECT AREA Lang. Arts INSTRUMENT USED All Tests
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
**CAT	216	3.9	4.6	0.7	28.6	9.3	20.9	41.2				
MAT	322	3.2	3.5	0.2	32.0	8.3	16.7	43.0				
SAT	1501	3.0	3.2	0.2	39.0	13.2	18.3	29.5				
ITBS	580	3.6	4.0	0.4	28.2	7.2	13.1	51.5				
TOTAL	2619	3.2	3.5	0.3	34.9	10.9	17.2	37.0				

*RS refers to Rating Scales

**CAT - California Achievement Test
MAT - Metropolitan Achievement Test
SAT - Stanford Achievement Test
ITBS - Iowa Test of Basic Skills

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_____ Regular Year Public
__X__ Summer Public
_____ Regular Year Non-Public

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
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NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Summer SUBJECT AREA Mathematics INSTRUMENT USED All Tests
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
**CAT	581	3.3	4.0	0.6	16.1	10.0	22.8	51.1				
MAT	653	3.3	3.7	0.4	24.5	7.6	14.3	53.6				
SAT	2124	3.2	3.5	0.3	32.6	11.3	18.5	37.6				
ITBS	583	3.5	4.0	0.5	28.9	10.2	12.8	48.1				
TOTAL	3941	3.3	3.7	0.4	28.3	10.3	17.6	43.8				

*RS refers to Rating Scales

**CAT - California Achievement Test
MAT - Metropolitan Achievement Test
SAT - Stanford Achievement Test
ITBS - Iowa Test of Basic Skills

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REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

_____ Regular Year Public
__X__ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Summer SUBJECT AREA Science INSTRUMENT USED All Tests
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
**MAT	92	4.7	5.3	0.6	25.3	2.2	4.4	68.1				
SAT	694	3.5	3.7	0.2	34.6	12.8	18.6	34.0				
ITBS	220	3.0	3.8	0.8	8:6	16.0	18.6	56.8				
TOTAL	1006	3.5	3.9	0.4	28.1	12.5	17.3	42.1				

*RS refers to Rating Scales

**MAT - Metropolitan Achievement Test
SAT - Stanford Achievement Test
ITBS - Iowa Test of Basic Skills

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

_____ Regular Year Public
__X__ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Summer SUBJECT AREA Social Study INSTRUMENT USED All Tests
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	PERCENTAGE LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	PERCENTAGE SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	PERCENTAGE MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	PERCENTAGE SUBSTANTIAL RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
**MAT	68	4.9	5.0	0.1	35.0	3.3	15.0	46.7				
SAT	714	4.0	4.2	0.2	35.7	10.3	20.0	34.0				
ITBS	317	4.0	4.5	0.5	23.5	11.3	21.7	43.5				
TOTAL	1099	4.1	4.3	0.3	32.1	10.2	20.2	37.5				

*RS refers to Rating Scales

**MAT - Metropolitan Achievement Test
SAT - Stanford Achievement Test
ITBS - Iowa Test of Basic Skills

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REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

_____ Regular Year Public
__X__ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Summer SUBJECT AREA Reading INSTRUMENT USED Rating Scale
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES Number of Students				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	SUBSTANT'L RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
1	1,311				245	424	311	331				
2	1,395				243	584	395	173				
3	1,559				242	669	452	196				
4	1,308				178	535	359	236				
5	1,099				172	454	315	158				
6	985				161	467	226	131				
7	784				109	254	159	262				
8												
9												
10												
11												
12												
TOTAL	8,441				1,350	3,387	2,217	1,487				
					15.99%	40.13%	26.26%	17.62%				

*RS refers to Rating Scales

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REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

_____ Regular Year Public
_X_ Summer Public
_____ Regular Year Non-Public

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Summer SUBJECT AREA Math INSTRUMENT USED Rating Scale
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES Number of Students				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	SUBSTANTIAL RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
1	920				209	274	262	175				
2	1,267				247	266	277	477				
3	1,013				224	267	295	227				
4	998				230	293	267	208				
5	866				219	300	247	100				
6	507				132	133	154	88				
7	158				38	25	57	38				
8	95				23	20	29	23				
9												
10												
11												
12												
TOTAL	5,824				1,322	1,578	1,588	1,336				
					22.70%	27.09%	27.27%	22.94%				

*RS refers to Rating Scales

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_____ Regular Year Public
X Summer Public
_____ Regular Year Non-Public

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
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NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Summer SUBJECT AREA Lang. Arts INSTRUMENT USED Rating Scale
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES Number of Students				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	SUBSTANTIAL RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
1	680				187	214	200	79				
2	692				158	219	230	85				
3	678				144	220	228	86				
4	682				163	186	202	131				
5	553				125	184	173	71				
6	368				72	99	128	69				
7	121				37	34	38	12				
8												
9												
10												
11												
12												
TOTAL	3,774				886	1,156	1,199	533				
					23.48%	30.63%	31.77%	14.12%				

*RS refers to Rating Scales

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_____ Regular Year Public
X Summer Public
_____ Regular Year Non-Public

REPORT OF STUDENT ACHIEVEMENT
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NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Summer SUBJECT AREA Soc. Studies INSTRUMENT USED Rating Scales

(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES Number of Students				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW SU 0 & NEG.	SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	SUBSTANT'L RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
1	338				75	55	108	100				
2	325				63	60	108	94				
3	300				76	53	95	76				
4	308				55	67	122	64				
5	264				65	58	99	42				
6	179				41	40	43	55				
7	96				19	19	38	20				
8	73				11	13	9	40				
9												
10												
11												
12												
TOTAL					405	365	622	491				
					21.51%	19.38%	33.03%	26.08%				

*RS refers to Rating Scales

73

_____ Regular Year Public
__X__ Summer Public
_____ Regular Year Non-Public

REPORT OF STUDENT ACHIEVEMENT
BY MEANS AND CATEGORIES
TITLE I, ESEA
Fiscal Year 1974

NAME OF ACTIVITY IN WHICH SUBJECT WAS TAUGHT Summer SUBJECT AREA Science INSTRUMENT USED Rating Scale
(Weeks between tests – 30+ reg. yr., 5–14 summer)

		MEANS BY GRADE			GAINS BY CATEGORIES Number of Students				PRIOR AVERAGE YEARLY GAINS Reading and Mathematics RY Only			
GRADE	NUMBER STUDENTS	MEAN PRETEST	MEAN POST TEST	MEAN DIFFERENCE	LITTLE GROWTH RY 0-.70 YRS. RS 24% & BELOW* SU 0 & NEG.	SOME GROWTH RY .71-1.00 YRS RS 25%-39% SU 1 MO.	MARKED GROWTH RY 1.01-1.50 YRS RS 40%-74% SU 2 MOS-3 MOS	SUBSTANT'L RY 1.51 YRS & OV RS 75%-100% SU ABOVE 3 MOS	PERCENTAGE PRIOR AVERAGE GAIN OF 0-.70 YRS.	PERCENTAGE PRIOR AVERAGE GAIN OF .71-1.00	PERCENTAGE PRIOR AVERAGE GAIN OF 1.01-1.50	PERCENTAGE PRIOR AVERAGE GAIN OF 1.51 & OVER
1	324				78	105	96	45				
2	267				73	82	79	33				
3	272				67	74	86	45				
4	293				49	125	101	18				
5	263				73	81	83	26				
6	182				38	67	57	20				
7	46				5	13	21	7				
8	33				6	11	12	4				
9												
10												
11												
12												
TOTAL	1,680				389	558	535	198				
					23.15%	33.21%	31.85%	11.79%				

*RS refers to Rating Scales

74

78

GENERAL CONCLUSIONS REGARDING STUDENT ACHIEVEMENT

The continued effort of Title I, ESEA to concentrate on fewer numbers of children with more intensive instruction is evidently paying the dividends expected. This is reflected in the mean gains reported in the local Annual Evaluation Reports of Title I activities. With a mean of over one year's growth in the major remedial instructional areas, Title I participating students are now averaging not only normal expected growth (normal for the general population) but are exceeding it slightly. This will enable many of them to even further narrow the achievement gap.

It is apparent that when the types of students involved in instructional activities and the types of activities are stabilized or similar from year to year that average gains will also stabilize. Although it is desirable that the mean gains of students should increase from one year to the next, it is not feasible for this to take place simply because the point of diminishing returns is soon reached.

Another problem is that many students who do well under Title I soon become ineligible to participate in Title I activities according to the educational deprivation standards set forth. Some students will be able to continue to progress at an accelerated rate while others will soon fall back into old growth rates because of a lack of specialized instruction.

Should legislation and funding become available to provide follow-through type services to present Title I children, the eventual achievements of previously educationally deprived children should finally meet the original goals of the Elementary and Secondary Educational Act. If this is done, Title I populations will continue to change from year to year with the higher achieving students being moved out and being replaced by more educationally deprived children.

The study of current gains compared to prior average yearly gains has given important evidence of the impact of specialized instructional programs upon the gains of educationally deprived students. The categorical approach to data collection also indicated that educationally deprived students can make significant gains in ahcievement during a period of intensive instruction.

The Statewide Title I program for fiscal year 1974 has again been successful when success is considered only in average growth of the student population in achievement. The primary drawback is that only about an estimated 40% of the educationally deprived students are being reached. Title I planners must determine which is more important, a higher achievement gain for fewer students, or lower average gains but higher than previously for more students, assuming present funding remains.

For fiscal year 1975 the state program continues its efforts toward concentration of instruction in order to bring about the higher achievement gains. This is in keeping with the regulations. It will be expected that the trend toward average gains which are higher than the norm will continue and that many previously educationally deprived children will be significantly helped.

FISCAL YEAR 19__

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART I

Evaluation of Total Title I Program
Elementary and Secondary Education Act

TO BE COMPLETED BY THE STATE EDUCATIONAL AGENCY

(1 2) (0-1)			COUNTY CODE (4-6)	LEA CODE (7-9)	CONG. DIST. (10-11)

TO BE COMPLETED BY PUBLIC SCHOOL – LOCAL EDUCATIONAL AGENCY

Information contained in this report is supplied in accordance with the assurances of the Local Educational Agency on page 8 of Part IA Application for Federal Assistance.

LEGAL NAME OF LOCAL EDUCATIONAL AGENCY	AUTHORIZED REPRESENTATIVE FOR LEA NAME AND TITLE (Type or Print)
CITY OR TOWN COUNTY	MAILING ADDRESS (Street and City)
CONGRESSIONAL DISTRICT NUMBER	TELEPHONE NUMBER (Area Code & Local No.)
STATE AND ZIP CODE	SIGNATURE AND DATE X
Amount approved of Part C Funds Include at right also	AMOUNT APPROVED (including amendments) (12-18) Include Part C funds

TABLE I – Participants by Activities and/or Services with total cost. (Put all Summer on line 17)

ACTIVITY LIST FOR PROJECT	PUBLIC SCHOOLS			PRIVATE SCHOOLS			NEG.	DEL.	TOTAL COST BY ACTIVITY WHOLE DOLLARS
	K-6	7-12	UNGR	K-6	7-12	UNGR			
1 ADMINISTRATION	(12-16)	(17-21)	(22-26)	(27-31)	(32-36)	(37-41)	(42-46)	(47-51)	(52-58)
2 BASIC SKILLS									
3 EVALUATION									
4 PARENT PROGRAMS									
5 SPECIAL HEALTH SERVICES									
6 INSERVICE TRAINING									
7 LANGUAGE ARTS									
8 EXT. KINDERGARTEN									
9 MATHEMATICS									
10 PRE SCHOOL									
11 READING									
12 NEGLECTED & DELINQ.									
13 SMALL CLASS SIZE									
14 SOCIAL STUDIES									
15 MATERIALS CENTERS									
16 FOLLOW THROUGH									
17 SUMMER									
18 SCIENCE									
19 TUTORIAL									
20									
21 OTHER: LIST									
22					81				
23									
24									
25 TOTAL*									

* SHOULD ADD UP TO TOTAL OF OBLIGATIONS AND DISBURSEMENTS AS SHOWN BY F[illegible]NCIAL REPORT EXPLAIN DISCREPANCIES BETWEEN TOTAL AMOUNT SHOWN AND [illegible]

BEST COPY AVAILABLE

ANNUAL EVALUATION REPORTS TO BE SUBMITTED
BY THE LOCAL EDUCATIONAL AGENCY TO THE
STATE DEPARTMENT OF EDUCATION

Part I Evaluation of Total Title I Program

Number: One copy of this report shall be submitted by the local Educational Agency for each Title I project.

Due Date: This report is due within thirty (30) days following the ending date of the project. The latest ending date of any project for the current fiscal year is August 31. The local agency should retain a complete copy of this report for their records. Failure to file this report will delay payment of funds for the next year's project.

Page 1

THE LEGAL NAME OF THE LOCAL EDUCATIONAL AGENCY should be the same as listed on the approved project.

THE AUTHORIZED REPRESENTATIVE should be the same as the one who signs the project application, or the current authorized representative for the district.

THE CONGRESSIONAL DISTRICT NUMBER should be the district in which most of the territory of the school district lies.

SIGNATURE AND DATE -- This form must be signed by the authorized representative only.

AMOUNT APPROVED -- This amount would include FY '74 funds, FY '73 carryover funds and any reallocation funds made to the district. Figures would be the total amount approved for all projects during FY '74. Part C money should be included also.

Table I - Participants by Activities and/or Services with Total Cost

IT IS ESSENTIAL THAT PARTICIPANTS SHOWN IN TABLE I AGREE WITH TABLE 2 AND ALSO ITEM 4 OF PAGE 1 PART II - A

List all Title I activities and/or services operated with the number of participants by designated grade span and type of school attended. The total cost shown should include all costs paid or obligated from Title I funds for each activity or service. Line 25 of the activity column should equal the total of obligations and disbursements as shown by financial reports. Explain discrepancies between total amount shown and project approval, if any.

Activities should be shown in activity column as they are on the application and in the various amendments. Every activity for which approval has been given must be shown.

COMBINE ALL SIMILAR ACTIVITIES SUCH AS REMEDIAL READING PUBLIC AND REMEDIAL READING NON-PUBLIC INTO ONE LINE

All summer activities should go on line 17. If administration and evaluation were written together as one activity, they should be properly divided here between lines 1 and 3.

1974

SUMMARY SHEET OF TOTAL PROJECT PARTICIPANTS

Part I
Page 2

(4–9) Co. – LEA Code _____ (10–11) Cong. Dist. _____

TABLE 2

Title I Project Participants

SEE DIRECTIONS ON BACK OF PAGE

INDICATE THE NUMBER OF CHILDREN WHO PARTICIPATED IN ACTIVITIES BY GRADE LEVEL AND BY TYPE OF SCHOOL

		REGULAR YEAR			SUMMER		
		ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN PRIVATE SCHOOLS	ENROLLED IN SCHOOLS FROM INSTITUTIONS FOR DELINQUENT AND NEGLECTED	ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN PRIVATE SCHOOLS	ENROLLED IN SCHOOLS FROM INSTITUTIONS FOR DELINQUENT AND NEGLECTED
		1 (12–16)	2 (17–20)	3 (21–24)	4 (25–28)	5 (29–32)	6 (33–36)
1	PRE-KIND.						
2	KIND.						
3	GRADE 1						
4	GRADE 2						
5	GRADE 3						
6	GRADE 4						
7	GRADE 5						
8	GRADE 6						
9	GRADE 7						
10	GRADE 8						
11	GRADE 9						
12	GRADE 10						
13	GRADE 11						
14	GRADE 12						
15	UNGRADED						
16	TOTAL						

Table 2–Regular Year should include only those students who were in the regular year activities. They may also be included in Table 2–Summer. In Table 2–Summer include those students which participated in the summer activities. The students may also appear under Regular year.

TABLE 3

UNDUPLICATED PARTICIPATION FOR THE TOTAL PROJECT. This table is not an added total of the Table 2 Regular and Summer but is an unduplicated listing of student participants. The totals should reflect the unduplicated total of all students participating in the total project.

If only a Regular year or only a Summer project was conducted indicate the figures from Table 2 in Table 3 also.

INDICATE THE UNDUPLICATED NUMBER OF CHILDREN WHO PARTICIPATED IN ACTIVITIES BY GRADE LEVEL AND BY TYPE OF SCHOOL

	GRADE	ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN PRIVATE SCHOOLS	ENROLLED IN SCHOOLS FROM INSTITUTIONS	
				NEGLECTED	DELINQUENT
		7 (12–16)	8 (17–20)	9 (21–24)	10 (25–28)
1	PRE-KINDERGARTEN				
2	KINDERGARTEN				
3	GRADE 1				
4	GRADE 2				
5	GRADE 3				
6	GRADE 4				
7	GRADE 5				
8	GRADE 6				
9	GRADE 7				
10	GRADE 8				
11	GRADE 9				
12	GRADE 10				
13	GRADE 11				
14	GRADE 12				
15	UNGRADED				
16	TOTAL SUM OF 1-15				

INSTRUCTIONS FOR COMPLETING PAGE 2 OF PART I

The numbers of students shown in these tables should compare with the numbers of students shown in Table 1. For example, if 68 students are shown in column 4 of Table 2 under summer, then 68 students should be shown on line 17 of Table 1. PLEASE BE CONSISTENT WHEN REPORTING NUMBERS OF STUDENTS.

If 73 students are shown in column 1 of Table 2 in grades K-6, then no more than 73 students may be shown in the K-6 column of Table 1 for any one activity

Columns 2, 5, and 8 must agree with the totals, table 1, Part II - B non-public.

Table 2--Regular Year, is an unduplicated count of regular year participants.

Table 2--Summer, is an unduplicated count of summer participants.

Table 3--, is an unduplicated count of participants for the total project.

Example: All grade 4 students

Student	Reg. Yr.	Summer
Johnny	X	X
Mary	X	
Susie		X
Bill	X	X
Joe	X	
5 students	4	3

The Tables would look like this:

TABLE 2

Title I Project Participants

SEE DIRECTIONS ON BACK OF PAGE

INDICATE THE NUMBER OF CHILDREN WHO PARTICIPATED IN ACTIVITIES BY GRADE LEVEL AND BY TYPE OF SCHOOL

			REGULAR YEAR			SUMMER		
			ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN PRIVATE SCHOOLS	ENROLLED IN SCHOOLS FROM INSTITUTIONS FOR DELINQUENT AND NEGLECTED	ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN PRIVATE SCHOOLS	ENROLLED IN SCHOOLS FROM INSTITUTIONS FOR DELINQUENT AND NEGLECTED
(12)			1 (12-16)	2 (17-20)	3 (21-24)	4 (25-28)	5 (29-32)	6 (33-36)
[02]	1	PRE-KIND.						
[03]	2	KIND.						
[04]	3	GRADE 1						
[05]	4	GRADE 2						
[06]	5	GRADE 3						
[07]	6	GRADE 4	4			3		
[08]	7	GRADE 5						

Table 2-Regular Year should include only those students who were in the regular year activities. They may also be included in Table 2-Summer. In Table 2-Summer include those students which participated in the summer activities. The students may also appear under Regular year.

TABLE 3

UNDUPLICATED PARTICIPATION FOR THE TOTAL PROJECT. This table is not an added total of the Table 2 Regular and Summer but is an unduplicated listing of student participants. The totals should reflect the unduplicated total of all students participating in the total project.
If only a Regular year or only a Summer project was conducted indicate the figures from Table 2 in Table 3 also.

INDICATE THE UNDUPLICATED NUMBER OF CHILDREN WHO PARTICIPATED IN ACTIVITIES BY GRADE LEVEL AND BY TYPE OF SCHOOL

		GRADE	ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN PRIVATE SCHOOLS	ENROLLED IN SCHOOLS FROM INSTITUTIONS	
					NEGLECTED	DELINQUENT
(12)			7 (12-16)	8 (17-20)	9 (21-24)	10 (25-28)
[02]	1	PRE-KINDERGARTEN				
[03]	2	KINDERGARTEN				
[04]	3	GRADE 1				
[05]	4	GRADE 2				
[06]	5	GRADE 3				
[07]	6	GRADE 4	5	8½		
[08]	7	GRADE 5				

TABLE IV

PARENT COUNCIL INFORMATION

Fiscal Year 1974

(1–2) 51 (4–9) Co. Sch. Code _____ (10–11) Cong. Dist. _____

COUNCIL MEMBERS

(12–13) _____ 1. Number of parents of public school Title I children on the parent advisory council

(14–15) _____ 2. Number of parents of non-public Title I children on the parent advisory council

(16–17) _____ 3. Number of other persons on the parent advisory council

(18–19) _____ 4. Total number of parent advisory council members

COUNCIL MEETINGS

(20–21) _____ 5. Number of council meetings held regarding PROJECT DEVELOPMENT

(22–23) _____ 6. Number of council meetings held regarding IMPLEMENTATION OF THE PROJECT

(24–25) _____ 7. Number of council meetings held regarding EVALUATION AND REVIEW of the project

(26–27) _____ 8. Total number of council meetings held for all purposes

OTHER PARENTAL INVOLVEMENT

(28–30) _____ 9. Number of parents of Title I children who visited Title I classes

(31–33) _____ 10. Number of parents volunteers who worked with Title I children through the school setting

(34–35) _____ 11. Number of Man days spent by parent volunteers in working with Title I children.

Check the coordination of Title I activities with other compensatory State and/or Federal programs operating within your school district. Identify programs and agencies involved.

- ☐ A. Title II, ESEA (Library Services)
- ☐ B. Title III, ESEA (Innovative Programs)
- ☐ C. Title VI, ESEA (Handicapped Programs)
- ☐ D. Senate Bill 815 Funds (Special Education Section)
  - ☐ Remedial Reading
  - ☐ Other _____
- E. Other _____

INSERVICE TRAINING
Fiscal Year 1974

Name of School _____

Indicate in the appropriate blanks the number of personnel by categories and the amounts of time spent or credits earned in inservice training. **IF TEACHER AIDES WERE INCLUDED IN THE PROJECT IT IS ESSENTIAL THAT THE LAST LINE ON JOINT INSERVICE TRAINING BE FILLED OUT.**

(1–2) _____

(4–9) Co. LEA Code _____

(10–11) Cong. Dist. _____

TABLE V

		Reading Teachers		Math Teachers		Preschool Teachers		Summer Teachers		Others		Reg. Yr. Aides		Summer Aides	
	TYPE OF TRAINING	Number Teachers	Hours Credit	Number Teachers	Hours Credit	Number Teachers	Hours Credit	Number Teachers	Hours Credit	Number Teachers	Hours Credit	Number Teachers	Hours Credit	Number Teachers	Hours Credit
52	College credit evening and Saturday Classes	(11–13)	(14–16)	(17–19)	(20–22)	(23–25)	(26–28)	(29–31)	(32–34)	(35–37)	(38–40)	(41–43)	(44–46)	(47–49)	(50–52)
53	College credit summer school (except workshops)														
54	College credit in workshops and seminars	/													
	TABLE VI	Number Teachers	Days Spent	Number Teachers	Days Spent	Number Teachers	Days Spent	Number Teachers	Days Spent	Number Teachers	Days Spent	Number Aides	Days Spent	Number Aides	Days Spent
55	Non credit inservice workshops and seminars														
56	Joint teacher–Teacher aide inservice (Check one) _____ Also shown elsewhere _____ Not shown elsewhere														

(54–59)

57 WHAT WAS THE TOTAL COST OF INSERVICE TRAINING? _____

* Figure days on a 6 hour basis
i.e. 6 hours = 1 day 3 hours = .5 days
20 hours = 3.3 days

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – A

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA _____ County Code _____ LEA Code _____

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do **not** leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report _____ RY, Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent

( ) Counselor

( ) Classroom teacher

( ) Principal

( ) Other (specify) _____

Name and Title of the person primarily responsible for evaluation of this activity.
Telephone Number _____

3. Indicate, in number of weeks, the length of time this activity operated.

_____ Regular year _____ Summer

4. Indicate the number of public school children eligible for Title I programs, involved in this activity.

_____ Regular year from grades _____ | _____ Summer from grades _____

5. a. Indicate the number of participants in which pre and post evaluation is available.

_____ Regular year | _____ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any)

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period

7. What were the objectives of this activity? ***Failure to list the objective will result in rejection of the evaluation.***

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
PART II - A INSTRUCTIONAL ACTIVITY

Number: One copy of this report shall be submitted for each instructional activity operated in part or total with Title I funds. There should be the same number completed sets of Part II - A filed as there are instructional activities shown in the project application and the various amendments. Instructional activities include:

Basic Skills	Reading
Language Arts	Small Class Size
Mathematics	Social Studies
Pre School	Tutorial
	ETC.

NOTE: Summer, Basic Skills, and Small Class activities should be evaluated either of two ways:

1. Complete Pages 1 and 3 for the activity i.e. Summer, Small Class, Etc. with a Page 2 and mean grade score sheet filled out for each subject.

2. Fill out an entire Part II - A Instructional for each subject and label it Summer-Reading, Basic Skills-Mathematics, etc.

Due Date: This report is due within thirty (30) days following the ending date of the project. The latest ending date of any project for the current fiscal year is August 31. The local agency should retain a complete copy of this report for their records. Failure to file this report will delay payment of funds for the next year's project.

INSTRUCTIONS FOR PAGE 1 - INSTRUCTIONAL ACTIVITIES

Each item must be answered.

The number of students shown in Item 4 should agree with Table 1 of Part I - A.

The number of students shown in Item 5 should agree with the totals on Tables 3, 4 and 5.

For Item 7, the objective listed should be the one(s) against which the activities are evaluated and conclusions are drawn.

Name of instructional activity evaluated in this report _____

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN

Complete this chart only where tests are used for evaluation:

Name of test used: _____

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. No. of weeks between tests _____

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)	NUMBER OF STUDENTS BY GRADE LEVEL														
GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gainst Prior average yearly gain - $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$

See back of page 4

NUMBER OF STUDENTS BY GRADE LEVEL													
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.													
.71 – 1.00													
1.01 – 1.50													
1.51 & over													
TOTAL													Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 2 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standard used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1972 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

See the back of page 4 for further help with Table 5.

Special optical scanning sheets are needed for reporting information from Tables 3, 4, and 5. Contact the Title I administrator for these special sheets.

SEE SPECIAL INSTRUCTIONS ON PAGE 4 FOR COMPLETING OPTICAL SCANNING SHEETS.

Name of instructional activity evaluated in this report _____

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

10. Based on the evidence presented on Page 2 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significa group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on Page 2 and Item 9 on Page 3 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the acitivity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

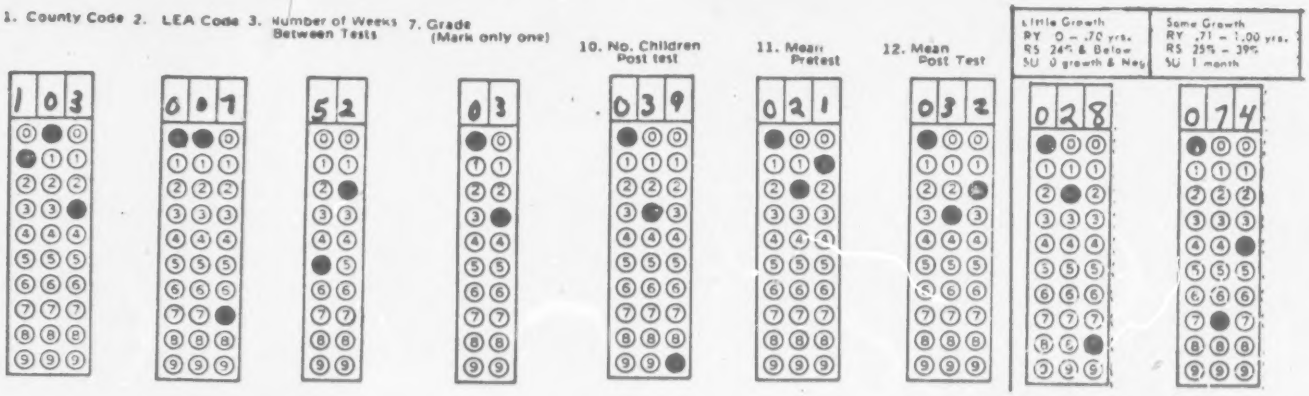
12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:



DO NOT FOLD THE OPTICAL SCANNING SHEETS OR PUNCH HOLES IN THEM

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. <u>All summer activities will be marked in item 5 as summer</u>.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. <u>It is extremely important that items 11 and 12 be marked correctly</u>. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. <u>This is also true for summer school subjects where testing is used</u>. Leave the bottom right table blank, but complete all other columns.

9. When <u>rating scales</u> are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

IMPORTANT: READ ALL INSTRUCTIONS ON THIS PAGE BEFORE COMPLETING. This sheet must be completed properly to be of value.

DO NOT STAPLE!

REPORT OF STUDENT ACHIEVEMENT BY MEANS AND CATEGORIES

Use No. 2 pencil only

Name of School _____ (Title I, ESEA)

Address of School _____

One table per grade per subject should be submitted.

1. County Code 2. LEA Code 3. Number of Weeks Between Tests 4. Time of Year (Mark only one) 5. Name of activity in which subject was taught. (Mark only one) 6. Subject Area (Mark only one) 7. Grade (Mark only one)

4. Time of Year (Mark only one)
- ○ Regular year Public
- ○ Summer Public
- ○ Regular year Non-public
- ○ Summer Non-public

5. Name of activity in which subject was taught. (Mark only one)
- ○ Remedial Reading
- ○ Remedial Math
- ○ Remedial Lang. Arts
- ○ Small Class Instruction
- ○ Basic Skills
- ○ Tutorial
- ○ Summer

6. Subject Area (Mark only one)
- ○ Reading
- ○ Mathematics
- ○ Language Arts
- ○ Science
- ○ Social Studies

Write in numbers in boxes at top of columns. Keep numbers to right. Mark zero in blank columns. Example: County Code 3 should be marked 003. An 003 should appear in the boxes.

8. Instrument Used (Mark only one)
- ○ California Ach. Test
- ○ Gates Mac Ginitie
- ○ Iowa Test of Basic Skills
- ○ Metropolitan Ach. Test
- ○ SRA Ach. Test
- ○ Nelson-Denny Reading
- ○ Stanford Ach. Test
- ○ RATING SCALES

Keep student numbers to right. Example: 28 students would be marked 028.

Show means of pre and post tests in grade equivalents only. The right hand column should show tenths of a grade. Example: For a pre test mean of 3.7 – the 3 should be marked in the middle column and the 7 in the right hand column.

9. No. Children Pretest 10. No. Children Post test 11. Mean Pretest 12. Mean Post Test

Gains of Students Participating in Title I Instructional Activities by Catagories

Complete this table for all instructional activities.
Indicate the number of students by category.

	Some Growth	Marked Growth	Substantial Growth
	RY .01 – 1.00 yrs. RS 25% – 39% SD 1 mos.	RY 1.01 – 1.50 yrs. RS 40% – 74% SD 2 mos. – 3 mos.	RY 1.51 yrs. & over RS 75% – 100% SD Above 3 mos.

Prior Average Yearly Gains of Students Participating in Title I Activities

Complete for regular year reading and math only.
Indicate the number of students by category.

0 – .70 yrs.	.71 – 1.00	1.01 – 1.50	1.51 & over

Student numbers should be kept to the right. Thirteen students would be marked 013. IF THIS TABLE IS NOT USED MARK ZEROS IN EACH COLUMN.

These sheets may not be duplicated locally. The scanner cannot read other types of ink.

Use only a number 2 dull pencil. The circles should be BLACKENED COMPLETELY WITHIN THE LINE. Erase stray marks.
This sheet should be submitted for instructional activities except special education (EMR). IT IS USED TO REPORT BOTH STANDARDIZED ACHIEVEMENT TESTS AND RATING SCALES where a percentage of progress is noted. This sheet [illegible] *information as Table C-4 in the Part II.*

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Year 19..... 19.....

STUDENT NAME _____ LEVEL _____

SCHOOL _____

RATING SCALE OF STUDENT PROGRESS

Subject _____

Objectives or Needs	Pre-rating					Post rating				
	4 Well able to do	3 Mostly able to do	2 Partially able to do	1 Mostly unable to do	0 Unable to do	4 Well able to do	3 Mostly able to do	2 Partially able to do	1 Mostly unable to do	0 Unable to do
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

Post rating total .....
Pre-rating total .....
Difference (a) .....

Maximum possible .....
Pre-rating total .....
Difference (b) .....

Difference (a) / Difference (b) = Percent gain

_____ ÷ _____ = _____ %

Assessment figure for subject = Total of various pre-rating columns / Number of items rated

_____ ÷ _____

Subject _____

Objectives or Needs	4	3	2	1	0	4	3	2	1	0
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

Post rating total .....
Pre-rating total .....
Difference (a) .....

Maximum possible .....
Pre-rating total .....
Difference (b) .....

Difference (a) / Difference (b) = Percent gain

_____ ÷ _____ = _____ %

Assessment figure for subject = Total of various pre-rating columns / Number of items rated

96 ÷ _____

Maximum possible = number of items rated x 4

END